


APPENDICES

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to Chancellor's Report
on
Current Developments Within
Trustee-Established Priorities:
University of Massachusetts at Boston
December, 1976



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APPENDICES

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A. UNIVERSITY OF MASSACHUSETTS AT BOSTON ENROLLMENT
PROJECTIONS, MEMORANDUM FROM CHANCELLOR GOLINO
TO PRESIDENT WOOD, NOVEMBER 10, 1976



The Commonwealth of Massachusetts
University of Massachusetts - Boston
Harbor Campus
Boston, Massachusetts 02125

TELEPHONE (617) 287-1900

November 10, 1976

MEMORANDUM FOR: President Robert Wood

SUBJECT: Enrollment Projections, Boston Campus

In response to your memorandum of September 10, 1976 requesting information on admissions, enrollment, and enrollment projections for the University of Massachusetts at Boston, I am enclosing several documents for your review.

We look forward to a period of fiscal growth and hope that the level of appropriations during the next several years will allow the Boston campus to attain the goals approved by the Trustees: the continued growth of the Colleges of Public and Community Services and Professional Studies, increased academic support staff, and the further development of graduate programs.

Enclosed as appendices are Tables 1-7 which provide trends for the past three years in terms of the applicant pool, admission, and the enrollment of freshmen and transfer students. A summary of each table is included in the cover page of the appendix.

The analysis of graduate applications and enrollments is being prepared by Dr. Robert Spaethling, the Graduate Council, and the chairpersons of the individual graduate programs. Data were not maintained by the departments for the past several years although this information is now being collected by the Office of Graduate Studies.

We are aware that one of our common concerns involves personnel decisions in terms of the campus' long range plans. The number of tenure decisions in the current academic year is significantly less -- approximately 12 -- than the more than 30 who were considered in each of the last two years.

I am happy to say that Vice Chancellor Steamer, with the Academic Affairs staff and the Deans, is undertaking a serious planning effort at the Boston campus. Enrollment and staffing levels through the 1982 fiscal year are being prepared for at least two budgetary situations: moderate growth and stasis condition. Before discussing these tentative plans in greater detail, I wish to emphasize the preliminary nature of these figures in relation to our present planning process.

We recognize the necessity for five year enrollment and staffing plans and regret that the process currently being undertaken was not initiated last year. However, the proposed merger of the two liberal arts colleges and the related unification activities consumed much of our energies from December through the summer. Yet, the departments within the two liberal arts colleges needed to be unified before a planning process could be developed.

We all recognize the necessity for a coherent plan for each academic department, and given the unification of the College of Liberal Arts, we are cognizant of the need for a thorough review of core courses, major requirements, and the establishment of priorities within the College.

Furthermore, we have no experience with the enrollment potential of our new Extended Day Program and our Graduate Program which has been operating without advertising. In addition, this is the first year in which the Management Program has enrolled students at all four class levels. Consequently, while we believe there is substantial interest in these programs, data is not yet available.

Enclosed as Table 8 are the tentative enrollment and staffing projections for a growth budget through 1982. The following statements summarize this table.

1. Enrollment in the College of Liberal Arts will be held at approximately 6,000 FTE for two years to allow a review of the academic program as discussed above.
2. Graduate enrollment will increase gradually from the present 50 FTE students to 500 by 1982. Increases in graduate enrollment through 1979 will be offset by reductions in undergraduate enrollment within the College of Liberal Arts.
3. The College of Public and Community Services will grow to approximately 1,000 students by 1979 and will tentatively maintain that level pending a thorough review of their academic programs and the viability of increasing the size of experimental, competency-based programs.
4. Enrollment within the College of Professional Studies is being discussed in relation to the development of several new academic programs. Both Deans Strange and Freeland are preparing program proposals for their respective colleges for internal review.
5. Additional positions in academic support services for the College of Liberal Arts and the College of Professional Studies are being planned so that approximately 9 additional positions are to be made available during the next five years. These services are integrated as part of the regular program within the College of Public and Community Services.

The enrollment projections for a stasis budget are currently being discussed with the Deans, although such a budget poses grave consequences for the campus. A stasis budget and the probable maintenance of 7,000 FTE enrollment would inhibit the growth of graduate programs and would substantially reduce the enrollment capacity in the College of Public and Community Services and the College of Professional Studies. I regret that such a budget would potentially jeopardize the utilization of the JFK Library and the State Archives by our students.

At the request of the Vice Chancellor for Academic Affairs, the three collegiate Deans have submitted no-growth budget proposals as of November 1, 1976. These proposals are in the process of being analyzed in the Academic Affairs Office and, pending discussion and resolution of the severe issues inherent in them, these figures will be available in mid-December.

The enrollment projections under growth and stasis budget are being prepared to provide the parameters for a realistic planning process. Enrollment and the continued development of the College of Public and Community Services, of the College of Professional Studies, the graduate programs, and academic support services must be considered in relation to the budget for the Boston campus. We hope there is no reduction in the level of State support.

I expect that these plans, though tentative, will provide the information requested in your memorandum. I want to emphasize that these projections are being discussed with the Deans and do not represent a final statement. The planning process will continue during the next several months and will serve us well in the preparation of the accreditation review next year.

Finally, it is important to convey my sense that the Boston campus has emerged from the creation of the College of Liberal Arts as a stronger, more unified institution. We are expanding the Extended Day Program, planning several exciting graduate proposals, and considering the initiation of a continuing education program in the near future. We ask the support of your Office and the Board of Trustees in enabling the achievement of these goals.

Sincerely,

Carlo Golino
Chancellor

APPENDIX

TABLES 1-8

The following comments will be helpful in reviewing the information in Tables 1-7.

Table 1: Age Distribution of Applicants-Enrollees

The percentage of freshmen enrollees age 25 and older continues to be approximately 15% while there is an increasing proportion of older students among the transfer population, from 31-37% during the past three years.

Table 2: High School Ranks of Freshmen Applicants-Enrollees

The percentage of freshmen enrollees graduating in the top 20% of their high school class has ranged from 26-37% the past three years.

Tables

3A,B,C: Distribution of SAT Scores

The SAT scores of our entering freshmen approximate the national average. By comparing the percentages of the applicants with those accepted and enrolled, you will notice that the percentages are consistent through these admission stages. By comparing the students with Verbal SAT's above 500 in 1976, for example, we find 24% of the applicant group had SAT's above 500, 28% of those accepted, and 26% of the enrolled freshmen were in this category. This means there was no reduction in the percentage of applicant and enrolled status of our applicant pool.

You may notice that data were not available for a number of students in Tables 2 and 3. This refers to data which were not available on the computer tape of our applicants, although these data were available for at least 80% of the applicants at the time of admission. The Admissions Office has been unable to update the computer files adequately because of staff vacancies, budget cuts, and the previous employment freeze. We are undertaking efforts to improve the maintenance of data in the future.

Table 4: Source of New Students

For each of the past three years, approximately 27% of our freshmen have come from secondary schools in the City of Boston, and 60% from the suburban metropolitan area. Over 40% of the transfer students previously attended a two year institution, while an increasing percentage are transferring from other four year colleges such as Boston University, Boston College, Northeastern, and Boston State College.

Table 5: Geographic Origin of Applicants-Enrollees

For each of the past three years, approximately 40% of the freshmen and 30% of the transfer enrollment are residents of the City of Boston.

Table 6: Majors of Transfer Students

This table is self-explanatory.

Table 7: Enrollment Report for Fall Semester 1976

This report was delivered to your office last week. Two items of note are that 38% of our students are 25 years of age or over and 37% of our enrollment is from the City of Boston, including 12% from the immediate areas of Dorchester and South Boston.

TABLE 1
Age Distribution
of

Applicants for Admission 1974-76*

	1974			1975			1976		
	Applicants	Accepts	Enrollees	Applicants	Accepts	Enrollees	Applicants	Accepts	Enrollees
Freshmen									
Below 18	6%	6%	6%	6%	7%	5%	6%	8%	7%
18	54%	59%	48%	54%	57%	46%	51%	57%	46%
19	13%	12%	12%	14%	11%	12%	15%	12%	13%
20-24	17%	14%	20%	16%	13%	19%	18%	14%	20%
25-29	6%	5%	8% 214%	6%	7%	10% 118%	7%	6%	9% 214%
30 and older	4%	4%	6% 14%	4%	5%	8% 18%	3%	3%	5%
Subtotal Freshmen: 100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Transfers									
Below 18	0%	0%	0%	0%	0%	0%	0%	0%	0%
18	2%	2%	2%	1%	1%	1%	1%	1%	1%
19	10%	9%	9%	8%	7%	6%	7%	7%	6%
20-24	60%	60%	58%	60%	61%	59%	56%	55%	54%
25-29	20%	20%	21% 31%	20%	19%	21% 34%	23%	23%	24% 37%
30 and older	8%	9%	10% 31%	11%	12%	13% 34%	12%	13%	13%
Subtotal Transfers: 100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	n=2333	n=1918	n=1396	n=2712	n=2042	n=1339	n=2436	n=1522	n=1064

*Data is for Fall admissions only. The column "Enrollees" are actually "Paid 2" designees, of whom approximately 90% enroll

TABLE 2

Distribution of High School Ranks

For

Freshmen Applicants

1974-76

High School Rank	1974		1975		1976		
	Number	Percent	Number	Percent	Number	Percent	
Applicants	Top 10%	495	16% } 30%	462	15% } 30%	270	13% } 27%
	11-20%	455	14 }	482	15 }	284	14 }
	21-40%	877	28	800	25	569	27
	41-60%	658	21	695	22	479	23
	61-80%	437	14	476	15	324	15
	Bottom 20%	229	7	256	8	175	8
	Total of Above	3151	100%	3171	100%	2101	100%
Data Not Available	1772	(64% of total)	2101	(60% of total)	2141	(49% of total)	
Grand Total	4923	(36% of total)	5272	(40% of total)	4242	(51% of total)	
Accepts	Top 10%	489	18%	427	24%	258	16%
	11-20%	439	16	399	23	267	16
	21-40%	814	30	483	28	498	30
	41-60%	544	20	241	14	369	22
	61-80%	286	11	118	7	180	11
	Bottom 20%	136	5	69	4	88	5
	Total of Above	2708	100%	1737	100%	1660	100%
Data Not Available	1181	(70% of total)	1003	(63% of Total)	1288	(56% of total)	
Grand Total	3889	(30% of total)	2740	(37% of Total)	2948	(44% of total)	
Enrollees	Top 10%	161	12% } 27%	126	17% } 37%	79	12% } 26%
	11-20%	186	15 }	152	20 }	89	14 }
	21-40%	386	30	214	29	200	31
	41-60%	290	22	133	18	144	23
	61-80%	182	14	75	10	77	12
	Bottom 20%	91	7	42	6	50	8
	Total of Above	1296	100%	742	100%	639	100%
Data Not Available	873	(60% of total)	650	(53% of total)	760	(46% of total)	
Grand Total	2169	(40% of total)	1392	(47% of total)	1399	(54% of total)	

(Source: Admissions Printout of Omega Program)

TJP: 10/15/76

TABLE 3A
Distribution of SAT Scores

For

Freshmen Applicants: 1974-1976

AP Scores	1974						1975						1976					
	SAT Verbal			SAT Math			SAT Verbal			SAT Math			SAT Verbal			SAT Math		
	No.	%	Cum.%	No.	%	Cum.%	No.	%	Cum.%	No.	%	Cum.%	No.	%	Cum.%	No.	%	Cum.%
5-80	5	0%	0%	10	0%	0%	5	0%	0%	3	0%	0%	3	0%	0%	5	0%	0%
60-74	20	1	1	36	1	1	9	1	1	14	1	1	4	0	0	16	1	1
75-89	65	2	3	87	3	4	42	2	3	53	2	3	33	2	2	33	2	3
90-104	157	6	9	205	7	11	82	3	6	122	5	8	61	4	6	80	5	8
105-119	252	9	18	341	12	23	152	6	12	209	9	17	102	7	13	140	9	17
120-134	409	15	33	466	17	40	282	12	24	415	17	34	168	11	24	253	16	33
135-149	507	18	51	553	20	60	452	19	43	420	17	51	258	17	17	279	18	51
150-164	539	19	70	467	17	77	501	21	64	454	19	70	304	19	60	273	17	68
165-179	453	16	86	349	13	90	421	17	81	388	16	86	275	18	78	227	15	83
180-194	259	9	95	216	8	98	272	11	92	229	10	96	193	12	90	184	12	95
195-209	132	5	100%	68	2	100%	189	8	100%	101	4	100%	162	10	100%	80	5	100%
Total of Above	2798 (57% of total)			2798			2407 (47% of total)			2407			1563 (37% of total)			1563		
Data Not Available	2125 (43% of total)			2125			2865 (53% of total)			2865			2679 (63% of total)			2679		
Grand Total	4923			4923			5272			5272			4242			4242		
Mean	45			47			43			45			42			45		

TABLE 3B

Distribution of SAT Scores

For

Freshmen Accepted by UMB: 1974-76

AT Scores	1974						1975						1976					
	SAT Verbal			SAT Math			SAT Verbal			SAT Math			SAT Verbal			SAT Math		
	No.	%	Cum.%	No.	%	Cum.%	No.	%	Cum.%	No.	%	Cum.%	No.	%	Cum.%	No.	%	Cum.%
5-80	4	0%	0%	10	0%	0%	5	0%	0%	3	0%	0%	3	0%	0%	4	0%	0%
0-74	19	1	1	35	2	2	8	1	1	12	1	1	4	0	0	14	1	1
5-69	63	2	3	84	4	6	39	3	4	50	3	4	30	3	3	32	3	4
0-64	154	6	9	200	8	14	75	6	10	110	8	12	59	5	8	75	6	10
5-59	243	10	19	332	13	27	129	9	19	178	13	25	101	8	16	132	11	21
0-54	388	16	35	441	18	45	235	17	36	298	22	47	155	12	28	229	18	39
5-49	469	19	54	506	21	66	306	22	58	259	19	66	234	19	47	237	19	58
0-44	487	20	74	403	16	82	265	19	77	215	16	82	256	20	67	220	17	75
5-39	371	15	89	278	11	93	176	13	90	152	11	93	210	17	84	154	12	87
0-34	200	8	97	154	6	99	84	6	96	68	5	98	123	10	94	118	9	96
0-29	74	3	100%	29	1	100%	53	4	100%	31	2	100%	81	6	100%	47	4	100%
Total of Above	2472	(64% of total)	2472				1375	(50% of total)	1376				1256	(43% of total)	1262			
Data Not Available	1417	(36% of total)	1417				1365	(50% of total)	1364				1692	(57% of total)	1686			
Grand Total	3889		3889				2740		2740				2948		2948			
Mean	46		48				46		49				44		46			

Source: Admissions Printout of OMEGA Program

UP: 10/15/76

TABLE 3C

Distribution of SAT Scores

For

New Entering Freshmen: 1974-76

SAT Scores	1974						1975						1976					
	SAT Verbal			SAT Math			SAT Verbal			SAT Math			SAT Verbal			SAT Math		
	No.	%	Cum.%	No.	%	Cum.%	No.	%	Cum.%	No.	%	Cum.%	No.	%	Cum.%	No.	%	Cum.%
5-80	2	0%	0%	2	0%	0%	2	0%	0%	2	0%	0%	1	0%	0%	0	0%	0%
0-74	8	1	1	9	1	1	2	0	1	1	0	0	2	0	1	0	0	0
5-69	22	2	3	30	3	4	16	3	4	14	2	2	8	1	2	9	2	2
0-64	57	5	8	73	6	10	25	4	8	32	6	8	23	4	6	25	5	7
5-59	98	8	16	150	13	23	43	7	15	62	11	19	37	7	13	46	9	16
0-54	170	15	31	185	17	40	84	15	30	113	19	38	68	13	26	95	18	34
5-49	216	19	50	243	21	61	122	21	51	107	19	57	92	18	44	93	18	52
0-44	226	20	70	191	16	77	120	21	72	110	19	76	96	18	62	105	20	72
5-39	191	16	86	153	13	90	97	17	89	80	14	90	104	20	82	63	12	84
0-34	116	10	96	103	9	99	42	7	96	42	7	97	51	10	92	59	11	95
0-29	49	4	100%	16	1	100%	25	4	100%	16	3	100%	40	8	100%	31	5	100%
Total of Above	1155	(53% of total)	1155				578	(41% of total)	579				522	(37% of total)	526			
Data Not Available	1014	(47% of total)	1014				814	(59% of total)	813				882	(63% of total)	878			
Grand Total	2169		2169				1392		1392				1399		1399			
Mean	45		47				45		46				43		45			

Office of Educational Planning
UMass/Boston

TABLE 4
Source of New Students
For
Fall Semester 1976*

Type of Institution	Applicants		Accepts		Enrollees	
	Number	Percent	Number	Percent	Number	Percent
Freshmen						
Boston City Public	722	17% { 27%	505	17% { 27%	226	16% { 27%
Boston City Private	408	10 { }	286	10 { }	150	11 { }
Suburban Public**	2041	48 { 60%	1498	51 { 64%	690	49 { 60%
Suburban Private**	509	12 { }	378	13 { }	160	11 { }
Out-of-state	183	4 { }	105	3 { }	49	4 { }
GED	<u>379</u>	<u>9</u>	<u>176</u>	<u>6</u>	<u>124</u>	<u>9</u>
Subtotal	4242	100%	2948	100%	1399	100%
Transfer						
Massachusetts 2 yr. Public	722	30% { 44%	481	32% { 43%	318	30% { 41%
Massachusetts 2 yr. Private	344	14 { }	163	11 { }	119	11 { }
Massachusetts 4 yr. Public	400	16 { 45%	336	22 { 46%	241	23 { 48%
Massachusetts 4 yr. Private	703	29 { }	365	24 { }	272	25 { }
Out-of-state & Foreign	<u>267</u>	<u>11</u>	<u>177</u>	<u>11</u>	<u>114</u>	<u>11</u>
Subtotal	2436	100%	1522	100%	1064	100%
UMB Total	6678		4470		2463	

*Data is not available for 1974 and 1975.

**The category "Suburban Public and Private" includes a small number of secondary schools beyond the Boston Metropolitan area. Only 3% of our students are Mass. residents who live beyond Rt. 495.

TABLE 5A
Geographic Origin
of Applicants 1974-76

	1974		1975		1976	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<u>Freshmen</u>						
Boston:						
South Boston	128	3%	132	2%	104	2%
Dorchester	511	10	452	9	395	9
Other City of Boston	1130	23	1229	23	1080	26
Subtotal Boston	1769	36%	1813	34%	1579	37%
Inner Suburbs	1747	35	1922	37	1609	38
Outer Suburbs (Rt. 128-495)	776	16	785	15	562	13
Other (Beyond 495)	631	13	748	14	492	12
Total:	4923	100%	5272	100%	4242	100%
<u>Transfers</u>						
Boston:						
South Boston	41	2%	26	1%	25	1%
Dorchester	126	5	123	4	120	5
Other City of Boston	424	18	550	21	563	23
Subtotal Boston	591	25%	699	26%	708	29%
Inner Suburbs	917	40	1051	39	826	34
Outer Suburbs (Rt. 128-495)	351	15	367	14	350	14
Other (Beyond 495)	474	20	505	19	552	23
Total:	2333	100%	2712	100%	2436	100%

TABLE 5B
Geographic Origin
of Students Accepted by UMB: 1974-76

	1974		1975		1976	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<u>Freshmen</u>						
Boston:						
South Boston	116	3%	87	3%	74	3%
Dorchester	415	11	265	10	250	8
Other City of Boston	877	23	766	28	735	25
Subtotal Boston	1408	37%	1118	41%	1059	36%
Inner Suburbs	1432	37	979	36	1209	41
Outer Suburbs	603	15	383	14	394	13
(Rt. 128-495)	446	11	260	9	286	10
Other						
(Beyond 495)						
Total:	3889	100%	2740	100%	2948	100%
<u>Transfers</u>						
Boston:						
South Boston	35	2%	22	1%	17	1%
Dorchester	99	5	87	5	73	5
Other City of Boston	340	18	373	18	344	23
Subtotal Boston	474	25%	482	24%	434	29%
Inner Suburbs	779	41	838	41	519	34
Outer Suburbs	292	15	285	14	227	15
(Rt. 128-495)	373	19	437	21	342	22
Other						
(Beyond 495)						
Total	1918	100%	2042	100%	1522	100%

Source: Admissions Printout of BOS 3067 Program

TABLE 5C
Geographic Origin
of New Entering Students: 1974-76

	1974		1975		1976	
	Number	Percent	Number	Percent	Number	Percent
<u>Freshmen</u>						
Boston:						
South Boston	91	4%	53	4%	45	3%
Dorchester	297	14	161	11	140	10
Other City of Boston	522	24	400	29	377	27
Subtotal Boston	910	42%	614	44%	562	40%
Inner Suburbs	766	35	482	35	573	41
Outer Suburbs	315	15	183	13	144	10
(Rt. 128-495)	178	8	114	8	120	9
Other						
(Beyond 495)						
Total:	2169	100%	1393	100%	1399	100%
<u>Transfers</u>						
Boston:						
South Boston	28	2%	18	1%	16	2%
Dorchester	80	5	65	5	56	5
Other City of Boston	275	20	265	20	260	24
Subtotal Boston	383	27%	348	26%	332	31%
Inner Suburbs	578	41	570	43	374	35
Outer Suburbs	216	15	192	14	162	15
(Rt. 128-495)	219	17	229	17	196	19
Other						
(Beyond 495)						
Total	1396	100%	1339	100%	1064	100%

Source: Admissions Printout of BOS 3067 Program

TABLE 6
Declared Majors of Entering
Transfer Students 1975-76*

<u>Major</u>	1975		1976	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
College of Liberal Arts:				
Undecided	320	24%	352	33%
Humanities:				
Art	0	0	0	0
Classics	2	0	2	0
English	100	7	55	5
French	16	1	5	0
German	8	1	3	0
Greek	0	0	0	0
Italian	4	0	2	0
Latin	0	0	0	0
Music	34	3	18	2
Philosophy	15	1	9	1
Russian	0	0	2	0
Spanish	18	1	12	1
Theatre Arts	24	2	18	2
Subtotal Humanities:	221	16%	126	12%
Natural Sciences:				
Biology	102	8%	75	7%
Chemistry	17	1	6	0.5
Mathematics	26	2	11	1
Physics	7	0	6	0.5
Subtotal Natural Sciences:	152	11%	98	9%
Social & Behav. Sciences:				
Anthropology	22	1%	9	1%
Economics	27	2	21	2
History	49	4	33	3
Politics	48	4	33	3
Psychology	172	13	93	9
Sociology	118	9	66	6
Subtotal Soc. & Behav. Sciences:	436	33%	255	24%
College of Public & Community Service	116	9%	117	11%
College of Professional Studies	92	7%	113	11%
Grand Total	1337	100%	1061	100%

*Data for 1974 didn't appear on printout; a re-run of data has been requested.

Source: Admissions Printout of BOS 3065 program.

TJP: 10/15/76

TABLE 7

University of Massachusetts
at Boston
Headcount Enrollments
Fall Semester 1976

<u>Student Levels</u>	<u>College of Liberal Arts</u>		<u>College of Public & Community Service</u>		<u>College of Professional Studies¹</u>		<u>Campus Total</u>	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
<u>Undergraduate:</u>								
<u>Full-Time</u>								
Freshmen	1700	1610	159	159	114	109	1973	1878
Sophomore	1596	1584	118	118	178	176	1892	1878
Junior	1462	1453	158	158	109	107	1729	1718
Senior	1067	1009	128	128	51	56	1246	1193
Subtotal:	5825	5656	563	563	452	448	6840	6667
<u>Part-Time</u>								
Non-classified	247	108	4	2	23	7	274	117
Post Graduate	114	64	12	6	2	1	128	71
Special	103	35	1	1	1	1	105	37
Subtotal:	464	207	17	9	26	9	507	225
<u>Special Programs</u>								
Action Program	50	33					50	33
Prison Program	110	40					110	40
Teacher Cert. Program	40	11					40	11
Year in France	40	40					40	40
Subtotal:	240	124					240	124
Undergraduate Totals:	6529	5987	580	572	478	457	7587	7016
<u>Graduate:</u>								
Masters	112	60					112	60
Grand Totals:	6641	6047	580	572	478	457	7699	7076

¹ There are a number of upper division Management Program students whose transfer credit are still being evaluated. When this process is completed some students presently classified as sophomores and juniors will be reclassified as juniors or seniors.

Data Current as of: 10/14/76

Source: Registrar's Stats File - Program RG6007B

University of Massachusetts
at Boston
Enrollment Summary: Fall Semester 1976

A. <u>College Enrollment Summaries</u>	<u>Headcount</u>	<u>Full Time Equivalent</u>
College of Liberal Arts	6641	6047
College of Public & Community Serv.	580	572
College of Professional Studies	478	457
UMass/Boston Totals	7699	7076

B. <u>Full Time - Part Time Status</u>	<u>Headcount</u>	<u>Full Time Equivalent</u>
Full Time Undergraduates	6930-91%	6740-96%
Part Time Undergraduates	657-9%	276- 4%
Undergraduate Total	7587-100%	7016-100%

NOTE: Full-time includes Action and Year in France students.
Part-time includes non-classified, post graduate, special,
Prison Program, and TCP.

C. <u>Lower Division - Upper Division Status</u>		
Lower Division:	<u>Headcount</u>	<u>Full Time Equivalent</u>
Freshmen	1973	1878
Sophomores	1892	1878
Non-classified	274	117
Special	105	37
Prison Program	<u>110</u>	<u>40</u>
Subtotal Lower Division	4354-57%	3950-56%
Upper Division:		
Junior	1729	1718
Senior	1246	1193
Post Graduate	128	71
Action Program	50	33
Teacher Certification Program	40	11
Year in France Program	<u>40</u>	<u>40</u>
Subtotal Upper Division	3233-43%	3066-44%
Undergraduate Total	7587-100%	7016-100%

D. <u>Sex</u>	
Male	52%
Female	48%

E. Age Distribution-Undergraduates

Below 18	4%
18-24	58
25-30	26
31 and above	<u>12</u>
Total	100%

NOTE: These figures do not include students enrolled in Special Programs

F. Residence

City of Boston

Dorchester 9%

South Boston 3%

Other Boston 25%

Subtotal Boston 37%

Inner Suburbs 37%
(within 10 Miles)

Outer Suburbs 7%
(within 10-15 miles)

Other Mass. 18%

Other New
England } 1%

Other States 100%

NOTE: Most "other Massachusetts" students reside within the Interstate 495 area. These figures do not include students enrolled in Special Programs.

Source: Registrar's STATS File - Program RG6007B
TJP: 10/26/76

TABLE VIII

Summary: This Table shows projected enrollments, by college, through FY/82.

These projections are based on the growth of the student body in direct relation to growth in state appropriated funds and lines (both faculty and staff.) These figures will not be operable unless such growth is provided. The figures contained in this table has been discussed with the college deans and with the Director of Graduate Studies -- in principle only; resolution of these figures will not occur until:

- the method of funding expanding enrollments which the Board of Trustees will adopt in lieu of the 15:1 student: faculty ratio;
- new programs have been initiated/expanded to a point where they can be evaluated in terms of growth potential and levels of critical mass (e.g., the Extended Day Program, Graduate Program.)
- the evaluation of CPCS and CPS has occurred, enabling us to determine maximum effective enrollment potential and the rate at which such maximum can be attained.

The following observations are made in annotation of Table VIII

CLA: The rate at which the total student enrollment in the Liberal Arts College will decrease from its current level (5950) and the optimal ceiling enrollment for the College can not be firmly established at this time. We project that the optimal enrollment will be no greater than 5800 (according to current estimates) and probably no less than 5,600. The rate at which the College's current enrollment

will reduce to these figures will be determined by:

- the rate of budget growth (allowing expansion -- with new faculty/staff resources -- of CPCS, CPS, and Graduate Studies);
- the rate at which the developing units (above) can increase enrollments without exceeding optimal critical mass objectives, year by year;
- our success in attracting undergraduate, liberal arts students in the emerging Extended Day program.

The campus will insist that there be no growth in the undergraduate student population in CLA (beyond 5950) while the Campus as a whole will increase to its maximum size as provided by the Board of Trustees. The principle reason for this is that, through experience, we know that it is most unwise to permit temporary expansion in collegiate enrollment in one unit (with the concurrent allocation of additional faculty resources) while awaiting growth capability of another unit. The effect is to mandate removal of both students and lines ("roll-back") when the growth unit is ready to accept them. This cannot be accomplished without jeopardizing the integrity of the programs which had grown accustomed to the additional students and positions.

CPCS

CPCS is anxious to expand as rapidly as the budget will permit not only in order to maintain its current student capacity for matriculating students but also to provide spaces for an increasing number of agency-related students. In a growth position for FY/78, the College has requested growth from 550 FTE to 750 FTE. The College is prepared to accept a target ceiling enrollment of 1,000 FTE students, and to attain this number by FY/79, but has asked that the topping-off at 1,000 FTE students be negotiable pending evaluation of the College at large

and analysis of the growth potential of the college given demand by both individual and agency-related students. The Vice Chancellor for Academic Affairs has agreed to this process and will undertake the development of procedures through which the program evaluation will take place. It is possible, therefore, that the ceiling enrollment in CPCS may be greater than 1,000 FTE students. Given current Trustee approved enrollment ceiling for the Boston Campus (9,000 FTE students), CPCS would attain a ceiling enrollment of no greater than 1,200 FTE students.

CPS

CPS is also anxious to expand, believes it may do so by the addition of as many as 200-250 FTE students per year, and has agreed, in principle, to enrollment of 1,500 FTE students within the Trustee approved ceiling of 9000 FTE for the campus. Since AY76-77 is the first year in which the College has enrolled students in all four classes; since it is experiencing increasing demand for transfer spaces at the sophomore and junior levels; and since it's history is far too short to accurately project growth potential, even these figures must not be preceived as final.

Graduate Studies

The enrollment ceiling for the Program is slated to top-off at 10% of total student body of the campus. The rate at which the Program will achieve this goal will depend on a great many factors. The Director of Graduate Studies is currently developing historical and projected figures for the potential of the existing and developing graduate programs. These data will be available by the end of the calendar year.

TABLE VIII

TENTATIVE ENROLLMENT PROJECTIONS through FY/82

<u>Fiscal Year</u>	<u>77</u>	<u>78</u>	<u>79</u>	<u>80</u>	<u>- 81</u>	<u>82</u>
UNIT						
CLA (ug)	5950	5950	5850	5800	5800	5800
			(-100)	(-50)		
GRADUATE	50	100	150	250	350	500
		(+50)	(+ 50)	(+100)	(+100)	(+150)
CPCS	550	750	1000	1000	1000	1000
		(+200)	(+250)			
CPS	450	700	900	1100	1300	1500
		(+250)	(+200)	(+200)	(+200)	(+200)
	7000	7500	7900	8150	8450	8800
		(+500)	(+400)	(+250)	(+300)	(+350)

Enrollments, Fall Semester

<u>Student Levels</u>	<u>College of Liberal Arts</u>		<u>College of Public & Community Service</u>		<u>College of Professional Studies</u>		<u>Campus Total</u>	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
Undergraduate:								
<u>Full-Time</u>								
Freshmen	1700	1610	159	159	114	109	1973	1878
Sophomore	1596	1584	118	118	178	176	1892	1878
Junior	1462	1453	158	158	109	107	1729	1718
Senior	1067	1009	128	128	51	56	1246	1193
Subtotal:	5825	5656	563	563	452	448	6840	6667
<u>Part-Time</u>								
Non-classified	247	108	4	2	23	7	274	117
Post Graduate	114	64	12	6	2	1	128	71
Special	103	35	1	1	1	1	105	37
Subtotal:	464	207	17	9	26	9	507	225
<u>Special Programs</u>								
Action Program	50	33					50	33
Prison Program	110	40					110	40
Teacher Cert. Program	40	11					40	11
Year in France	40	40					40	40
Subtotal:	240	124					240	124
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Graduate:								
Masters	112	60					112	60
Grand Totals:	6641	6047	580	572	478	457	7699	7076

B. REPORT OF THE UNIFICATION COMMITTEE, COLLEGE
OF LIBERAL ARTS, OCTOBER 1976

October 4, 1976

REPORT OF THE UNIFICATION COMMITTEE

Phases I & II of the Unification of Colleges I & II into a Single College of Liberal Arts

In attempting to act in accordance with its charge, the Unification Committee (UC) worked intensively during the late spring and summer of 1976 to assure that the merger of Colleges I and II into the College of Liberal Arts (CLA) would proceed in a smooth, efficient, and fair manner without any significant interruption in the normal processes of instruction, governance, student support services, departmental and administrative functions. To this end, the UC first issued a schedule of changes to take place by September 1977, with guidelines determining the procedure to be undertaken in making these changes. Between May 1976, when the UC began functioning, and September 1977, when the CLA would be totally operational, four phases were established in the schedule: Phases I & II lasting until September 1976, and Phases III & IV lasting until September 1977. These were considered phases of an interim period during which various interim arrangements would be made operational, and adequate time given to developing the permanent principles and structures that would determine the character of the CLA. Attached is a copy of this schedule and the UC guidelines for implementation of the merger during 1976-77. Phases I & II are now completed and the UC wishes to issue this report on each area of Phase I & II implementation.

1. Departmental Merger and Operations.

In May 1976, the UC advised split departments to elect, according to their departmental procedures, an interim chairperson for the merged department to hold office in 1976-77. (These chairpersons could be elected for longer than that period if departments so wished.) These departments were asked to report the results of these elections; other departments were also asked to report who their chairpersons were for 1976-77, though the UC did not ask these departments to have a special election of interim chairpersons. All elections took place according to our guidelines and a complete list of chairpersons was submitted to the UC (attached). All of the chairpersons on this list were then fully approved by the then acting deans of the Colleges, subsequently by Acting Dean Safwat, and all higher administrative officials whose approval is required. Thus, as we go into Phase III of the unification of the two Colleges, all CLA departments have approved chairpersons and these departments are fully operational as CLA departments, although in some cases these departments are operating under interim chairpersons and interim constitutions. Decisions on permanent chairpersons and constitutions are called for during the early stages of Phase III.

2. Dean's Office.

The UC also issued guidelines and a schedule for the transition from two dean's offices to one under an Acting Dean of the CLA. Members of the combined Rules Committee and Executive Committee of the two Colleges were selected by the summer Interim Governance Committee (IGC) to serve as a screening committee for candidates for the Acting Deanship. This committee then submitted their nominations to the Chancellor, who selected Acting Dean Safwat. The Acting Dean assumed his responsibilities by July 1, 1976. The Acting Dean located his headquarters in the Dean's office suite in Building O10; CLA student support services were located

in the parallel suite in Building 020. By the beginning of Phase III the Dean's office staff was in place, and the office of the Acting Dean fully operational. According to figures provided the UC by the Dean's office, the number of staff in the business-academic side of the Dean's office is equal to the number of the combined staffs of Colleges I & II, with two Associate Deans in the academic area, one for departmental affairs, and one to deal with special programs. Within this context, the merger has, therefore, meant a net savings of the position of one of the Deans; the number of academic and business staff has remained constant.

3. Search for Permanent Dean.

According to the UC guidelines the Search Committee for the Dean of the CLA was to be appointed as a joint committee of the IGC and the VCAA during the summer. To date appointment of a Search Committee satisfactory to both parties has not been completed. When the IGC and VCAA could not agree on a joint committee, the VCAA moved to establish a committee. The UC then received a statement of grievance from three members of the IGC concerning the legitimacy of the VCAA's appointing such a search committee without concurrence of governance. In responding to this grievance, the UC referred to the Trustee Statement on University Governance (T73-098), indicating that mutual agreement is required between governance and the administration on the composition and charge of a search committee and that the appointing administrative officer will appoint faculty and student representatives to a search committee upon nomination by the appropriate governing body(s). The UC recommended that the matter of the membership of the search committee be taken up at its earliest opportunity by the new Senate, and recommended that no further action be taken with regard to the search until the Senate of the CLA is satisfied that the requirements set forth in T73-098 have been met.

4. Staff.

Requests were made to the UC to set deadlines and guidelines for the appointment of classified staff, especially in merged departments. After considerable discussion with members of the staff the UC issued the attached guidelines and schedule. The UC has received information from the Dean's Office that consultation has taken place with departments and staff in developing general guidelines for the assignment of classified staff, but that there has been a delay in circulating these guidelines. At the time of the writing of this report these guidelines were being prepared for distribution. No action in reassigning, or in assigning new staff, has yet been taken.

5. Student Support Services

Shortly after beginning its work the UC received a proposal for the establishment of a "Learning Center" to provide students in the CLA with academic support services--primarily advising and tutoring. This was a proposal from the student support services staff in Colleges I and II on how these services should be organized and what their resource needs were. In lieu of any official governance committee to assess this proposal at either the college or campus level at that time, the UC established a special study subcommittee to assess the proposal, and any others relevant to the operation of the CLA in the area of student support services, and to issue a report over the summer of 1976 making recommendations on matters of policy and resources having direct effect on the operation of support services in the CLA for the academic year 1976-77. This subcommittee issued two reports over the summer, with a number of recommendations, and after discussion the UC forwarded these reports and its recommendations to the appropriate governance bodies and administrative offices. By the end of Phase II these reports and recommendations were received and approved by the IGC of the College, and by Acting Dean Safwat.

The subcommittee plans one final report to the UC in the fall concerning other areas of student support services in the CLA. A copy of the recommendations of the UC on student support services is attached.

The UC is presently conducting an inquiry into the implementation of its recommendations by the CLA. While an initial report indicated that there was a severe lack of resources provided student support services in the CLA, and that for this reason a number of the UC recommendations could not be implemented, there has been some indication that the situation is still fluid and that the resource picture may have changed. The UC is looking into this matter further. As soon as it has an accurate picture of the situation it will provide a special report to the Assembly on the matter.

6. Governance.

The UC was informed that the IGC was charged by the Senates of Colleges I & II to reconcile the constitutions of Colleges I and II where there were conflicts, and to develop a consistent plan for an Interim Governance Structure for 1976-77 by September 1976. This had been carried out by the end of Phase II and the new Interim CLA Senate is scheduled to have its first meeting on September 29, 1976. At that time the Interim Constitution of the CLA, developed by the IGC, will be distributed. Two new ad hoc committees of the Senate are planned for 1976-77 in order to keep to the schedule of the UC concerning permanent governance and a permanent curriculum for the CLA: a Governance Review Committee and a Curriculum Review Committee. Each will report to the CLA Senate on recommendations for a permanent governance structure and a permanent curriculum, respectively, during the 1976-77 academic year. It is expected that these two structures will be approved during Phase III and in place by September 1977.

7. Space.

While the UC initially projected no moves during 1976-77 to allow for a full exploration of possible spatial groupings in the CLA that would involve consultation with all departments and other units desiring space in the three CLA buildings, indications from numerous departments that they wished an earlier move were communicated to the UC. After discussion, the UC revised its schedule for a move and made January 1977 a target date. In order to make this possible, and in lieu of an operating college space committee, the UC established a study subcommittee chaired by Professor Duncan Nelson, to study needs, resources, and bring back recommendations on spatial arrangements. After a careful process of review and consultation with all chairpersons of CLA departments, the subcommittee reported to the UC in early August on what it felt was the best plan for spatial consolidation and relocation. These recommendations were then forwarded to the CLA Dean's office for a final decision and implementation in time enough to make a January move possible.

A final decision on and implementation of this plan have not yet taken place. One department has voiced objection to the UC's plan, and the Dean's office requested the UC to explore other possibilities in order to accommodate this department. After further study the UC issued a report on this problem to the Dean's office. Currently Acting Dean Safwat is deliberating on the matter, but we have no word that a final decision has been made. The possibility of a delay in the implementation of the move until the summer of 1977, should this matter not be satisfactorily resolved, has been communicated to the UC by the Acting Dean.

8. Grievances

During Phase I the UC received only one grievance and request to adjudicate a dispute that had arisen because of the merger. This involved one member of the faculty in 1975-76 who claimed that a College I department had made and communicated to him a decision to rehire him prior to approval of the merger, but after the merger was approved a new hiring committee of the merged department reversed this decision. His claim was that he lost employment for 1976-77 because of the merger.

The UC referred this matter to Acting Dean Safwat, feeling that this faculty member should attempt to resolve this issue at the departmental and college levels before bringing it to the UC. The UC has been informed by the Acting Dean that consultation with the University Counsel indicates that the University has no legally binding obligation to employ this individual in 1976-77 since no contract had been signed. This is being communicated to the individual involved by the Acting Dean and to date the UC has not received a renewed appeal from him.

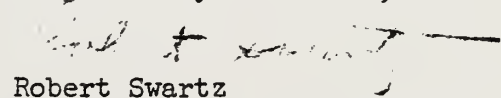
9. Summary, Phases I & II.


In summary, the unification of Colleges I and II into the CLA has proceeded roughly in accordance with the UC's schedule, guidelines, and approved policy recommendations, though in some key areas progress has been slower than expected and there is some evidence that implementation of guidelines and policy has not in all cases yet taken place. At this time, however, the information the UC has received is not sufficient for the Committee to conclude that difficulties in the process of unification are severe enough to warrant Assembly action. Some of these matters are still under investigation, however, and should the UC find that action is necessary it will bring such a recommendation to the Assembly immediately.

10. The Work of the UC During Phase III.

After consultation with Acting Dean Safwat and VCAA Steamer, the UC has now established a schedule of its work during the academic year 1976-77 and the summer of 1977. The Committee will meet once a month until its termination date in September 1977. Its primary business in 1976-77 will be to monitor the progress of the merger and to make sure that the schedule it established for Phase III is followed. It will also stand ready to adjudicate any further conflicts which arise out of the merger and which may be brought to it. Finally, in accordance with its charge, it will study and bring back recommendations on any policy questions concerning the CLA which may be brought to it by the Acting Dean, the VCAA, the Chancellor, or Governance. The Committee, will, of course, continue to keep the UM/B community informed on the progress of the unification of the two Colleges into one College of Liberal Arts, as required in its charge.

Respectfully submitted,


Robert Swartz


Franklin Patterson

Co-Chairpersons.
The Unification Committee

Attachments to follow.

C. REPORTS AND RECOMMENDATIONS ON STUDENT SUPPORT
SERVICES, COLLEGE OF LIBERAL ARTS

UNIVERSITY OF MASSACHUSETTS

MEMORANDUM

From The Unification Committee Date July 30, 1976
VCAA Steamer, Acting Dean Safwat, Joan Lukas, Gerald Volpe, Tim McCarthy
To and College of Liberal Arts Governance Dept.
Subject Student Support Services in the CLA

After careful review of the work of its Subcommittee on Student Support Services, the Unification Committee makes the following recommendations (attached) about student support services as they affect students in the CLA. The Committee also endorses and transmits the second report of its Subcommittee, dated July 19, 1976. The earlier report of June 24, 1976, should be set in the context of the present report. It is attached.

While the Unification Committee makes each of the attached recommendations with equal strength based on both of these reports, it wishes to call your attention to the following recommendations as matters of top priority for the CLA to be considered for immediate implementation beginning in September, 1976:

- A. That the staff resources requested on page 3 of the "Learning Center Proposal" be made available. We recommend that the two present non-permanent academic support staff positions be made into permanent Ol positions immediately. In addition, we recommend that a quantitative skills specialist be added to the existing staff. Every effort should be made to find minority persons to fill these new positions.
- B. That departments be asked to assume more direct responsibility for academic support work by selecting a full-time faculty member to be the Department Coordinator of Academic Support Services and Freshman Advising. We strongly recommend that every effort be made to implement this model for 1976-77 on a College-wide basis. Provisions should be made to afford faculty members the necessary help, time (in the form of course-load adjustments), and academic recognition for this work.
- C. That the development of a departmentally based program of academic support be the number one priority for the proposed Learning Center. The Dean of the CLA should be responsible for the implementation of such a program as soon as possible.

Finally, in the light of the present demands made on the student support services budget by the request for resources in the Learning Center Proposal and the Counseling Center Proposal (Appendices B and C), the Unification Committee wishes to stress in the strongest terms the following recommendation for immediate action:

- D. That the Counseling Center not be implemented at the expense of academic support services. More specifically, we recommend that all frozen positions and new vacancies in the area of academic support be filled before any new positions are allocated to psychological counseling.

While we wish to present these four recommendations for immediate action, the Unification Committee recommends their adoption in the light of the detailed

work of its Subcommittee contained in the attached reports and recommendations.

The Unification Committee would appreciate written notification of action taken in the area of Student Support Services in the CLA for 1976-77 so that it can continue its charge of maintaining the progress of unification.

UNIVERSITY OF MASSACHUSETTS

MEMORANDUM

The Student Support
Service Subcommittee Date July 19, 1976
To The Unification Committee
Subject An Assessment of Student Needs and Support Service Priorities for the CLA

In its preliminary report of June 24, 1976, the Student Support Service Subcommittee offered its assessment of the Learning Center and Counseling Center Proposals based on its initial investigation of student needs and existing support resources. In the present report the Committee has attempted to outline characteristics of the entering Freshman class in greater detail and make specific recommendations concerning support service priorities for the CLA. The report of June 24, 1976, should be set in the context of the present report.

After consultation with numerous people involved in the student support service area (See Appendix A) and careful deliberation, the Subcommittee has come to the conclusion that the following should be important components of a comprehensive student support program at UM/B.

1. A Summer Orientation Program which exposes students to the intellectual and social opportunities of college life and helps students to plan their program of study for the first semester.
2. Early assessment of students' academic strengths and weaknesses by means of a diagnostic survey administered during the Summer Orientation Program and used for advising purposes.
3. Continuous academic advising which begins with early feedback on the results of the diagnostic survey and advice concerning course and support resource selection based on those results. It includes help in planning each semester's program of study, pre-registering for courses, and selecting a major area of study and ends with guidance pertaining to post-college academic planning (i.e., preparation for graduate study, professional training, etc.).
4. Basic skills and tutorial support to meet the academic demands of the classroom.
5. A Comprehensive Freshman Year Program in which basic skills work is integrated with course content.
6. A variety of academic support services (advising, basic skills and tutoring plus special recruitment efforts) addressed to special student needs such as those presented by handicapped students, returning older students, special admissions students, foreign students and various minority student groups (e.g., Spanish speaking students).

admissions students, foreign students and various minority student groups (e.g. Spanish speaking students).

7. Social and emotional support in the form of psychological counseling which facilitates the accomplishment of academic goals.
8. Vocational Counseling which helps students to clarify the relationship between their chosen program of study and their career objectives and a vocational placement program which helps students find meaningful part-time employment while in college and helps place students in permanent positions following the completion of their B.A. degree.
9. Financial support.

The subcommittee feels that the first six components fall directly into the category of academic support services -- services which have direct relevance for the students' academic performance in the classroom and for his/her academic career as a whole. We feel that these services can best be provided and will be most likely to succeed if recognized as an essential part of the academic enterprise. Most of our attention has been directed toward making recommendations related to these services.

Components 7, 8, and 9, while not academic support services, do fulfill functions which enable students to engage more fully in academic work and/or experience their years at UMB as meaningful and productive. Since we feel that decisions about these social, vocational and financial support components have important implications for the development and delivery of direct academic support services, we discuss these services in our report as well.

The report is divided into two main sections. The first outlines characteristics of the entering Freshman class which the subcommittee feels provide some indication of need for support services. The second section contains discussion of and/or recommendations pertaining to each of 9 components listed above.

Characteristics of the Freshman Class

As part of our effort to determine the needs of the incoming Freshman class for support services, the subcommittee has gathered information from student records, looked at the results of the diagnostic survey administered this summer, studied figures on the number of students who have signed up for academic support services as a result of scores on the diagnostic test, and reviewed findings from investigations of students' perceptions of their own needs carried out by ILT and the Office of Educational Planning.

A. Profile of the Incoming Freshman Class

To compile a profile of the incoming Freshman class the subcommittee examined the admissions file of those students who had paid their fees as of July 13, 1976. This group includes both students who have attended the summer orientation program and completed the diagnostic survey and students who have not. The figures offered in this section are based on a random sample of 100 admissions folders or approximately 12% of all the fee paid folders.

Of those sampled, the stanine rankings indicated that a sizable group (18%) were evaluated as being either average or below average applicants (Stanine 5 or below). As of June 1st however, the Admissions Office was instructed to admit only students with stanine rankings of 7 or better which means that the percentage of students with stanine ratings of 5 or below should be less than 18% when the entire Freshman class has been admitted.

Approximately 12% of the students whose admissions folders were examined had no SAT scores. (Individuals without scores tended to be students who had been out of school for a few years). For those with scores, the average score for the verbal section was 420 and for the Math section 450 (the average verbal and Math SAT scores for the 1974 Freshman class were 444 and 470 respectively. National SAT scores have also dropped in recent years and it is difficult to know whether the drop in UMB scores is greater than the national trend). Furthermore, we found that 17% of the students with SAT scores had verbal scores below 350 and 9% had Math scores below 350.

Twenty of the 100 student folders sampled had no information on rank in class. Of the 80 which had, 38 were ranked in the top 1/3 of their H.S. class (48%), 30 were ranked in the middle 1/3 (38%) and 12 were in the bottom 1/3 (15%).

Grade point averages were not available for 9 out of the 100 students samples (9%). Twenty-four had a GPA of 3.0 or better (24%). The GPAs of 57 students were between 3.0 and 2.0 (57%) and 10 students had GPAs of less than 2.0 (10%).

B. Information on Previous Freshmen Classes

In the Spring of 1975 the Office of Educational Planning did a survey of 324 full-time, regular admissions Freshman, or about 20% of the Freshman class.

We have compared the 1974 and 1976 classes on SAT scores and GPAs below.

	<u>SAT Scores</u>			<u>GPAs*</u>	
	<u>1974</u>	<u>1976</u>		<u>1974</u>	<u>1976</u>
Verbal	444	420	Below 2.0	28%	10%
Math	470	450	2.0 - 3.0	39%	57%
			Above 3.0	29%	24%
			No Score	4%	9%

*We don't know what has been happening with high school grades but it is possible that, as is the case with college grades, they have been going up in recent years.

Additional information which is available on 1974-75 Freshmen but which is not yet available for 1976 Freshmen is included below:

<u>AGE</u>		<u>High School Attended</u>	
Mean - 20.7		Public	76%
Distribution -		Parochial	22%
4%	30	Private	2%
7%	25-29		
30%	20-24	Urban	61%
59%	16-19	Suburban	35%
		Rural	4%
<u>Number of Hours/Week Worked while in School</u>		<u>Parents' Combined Income</u>	
0/wk	- 33%	Below \$6666	8%
1-10/wk	- 8%	\$6667 - \$9999	15%
11-30/wk	- 53%	\$10,000 - \$13,199	29%
30/wk	- 6%	\$13,200 - \$17,999	23%
		\$18,000 and over	24%

We expect that the above distributions will probably be quite similar for the 1976 class.

People who have been following the admissions process this year and who are familiar with the characteristics of past Freshman classes represent two different points of view about the relative standing of the present class. Some people who have spoken with us have indicated that the needs of the present class are not substantially different from the needs of previous classes. They feel that we have never provided sufficient support services to meet the needs of our entering Freshmen and to figure out how to do so is the task at hand. Others report that the entering Freshman class will need

more in the way of academic support services than previous classes for a variety of reasons (The situation in the Boston Public School System, our delay in starting the admissions process due to budgetary constraints, etc.). While it is difficult to say with certainty which of these formulations is correct, it is important to note that neither predicts a Freshman class with reduced need for academic support services. Both, in fact, lead to the conclusion that we need more academic support services than we presently have available.

C. Results of the Diagnostic Test Administered this Summer to
Entering Freshmen.

As of July 7, 1976, 586 of the approximately 850 students admitted had participated in the summer pre-registration program undertaken by the academic advising, and basic skills and tutoring staffs of Colleges I and II. A Self Assessment Survey, developed by the staff during the previous year, was administered at that time. The survey is designed to help students assess their ability to:

1. organize concepts and factual material
2. read with speed and comprehension
3. identify academically acceptable patterns of English
4. interpret metaphorical language.

The survey includes both standard items taken from widely used tests and items developed by the basic skills staff based on their experience with UMB students. While this is the first time the test has been used and it is clear that it will benefit from revision, it has the potential to be a useful tool for linking students with needed academic support services especially if students meet with academic advisors to discuss the test results.

As the test is presently designed, scores greater than 80% are taken to mean that a student can probably manage without participating in any of the academic support programs. Scores falling between 60-80% indicate a need for some academic support work (possible in the form of a course adjunct or an individual student tutor). Scores below 60% suggest that there is serious need for basic skills work (i.e. Learning to Learn, Reading, and Writing Workshops). While the validity and reliability of the present scoring system has not yet been established, it does give a rough indication of the range of abilities of the incoming Freshman class.

The subcommittee examined the scores of a random sample of 200 of the 586 students who completed the diagnostic test in June. The table below

indicates the percentage of students falling into the serious need, need, and no need categories for each of the 4 skills areas:

	<u>Concept Organization</u>	<u>Reading Speed & Comprehension</u>	<u>Word Usage & Sent. Structure</u>	<u>Reading Interpretation</u>
Serious Need (Basic Skills Work)	13%	21%	30%	8%
Need (Adjuncts, tutoring)	32%	51%	57%	81%
No Need	55%	28%	13%	11%

These figures indicate that the majority of the students taking the diagnostic test should have academic support services available to them.

The majority of students who took the diagnostic test were regular admissions students, however, some of the special admissions students also took the test. Their scores have not been looked at separately from the regular admission group as yet. However, people working with the special admissions students estimate that 25% of the special admissions group will have serious need for academic support services, while the other 75% will have needs for support services which are comparable to those of regular admission students. Many of the special admission students identified as having serious need are presently participating in a pre-freshman program.

D. Summer Enrollment in Support Services for the Fall 1976

The diagnostic survey was developed, in part, to aid the academic advising process. Students have been asked to discuss their test results with an advisor and advisors have attempted to recommend academic support programs to meet students' needs. Of the 586 Freshmen who participated in the June diagnostic and pre-registration process, 190 or 32% have already enrolled in academic support programs.

<u>Workshops</u>	<u>Planned Capacity</u>	<u># Presently Enrolled</u>
Reading #1	20	33
Reading #2	20	27
Writing #1	20	38
Writing #2	20	36
Grammar	10	12
Learning to Learn	20	24
Reading/Writing Specialist	30	17
History 107 #1*	25	25
History 107 #2	25	25
Total	190	237

*A Special History course where basic skills work has been integrated with the content material. Figures represent the projected enrollment resulting from the regular scheduling process.

The above figures indicate that there is already an over-enrollment of 47 students in the academic support programs planned for the fall. If program enrollment continues at the rate of 32% over-all, as 500 new Freshmen register, the basic skills staff will find themselves in an impossible situation. Even if enrollment in support programs does not continue at the 32% level, the programs are already oversubscribed.

In addition, the number of students participating in course adjuncts and/or requesting individual tutors has not yet been determined since enrollment in these programs is dependent on students' experiences during the first few weeks of class.

E. Students' Perceptions of need for Support Services

In recent years both the Office of Education Planning and the ILT have conducted surveys to study students' perceptions of academic life at UMB and their perceived need for special assistance. We have summarized those findings which are relevant to the recommendation that follow in the second section of this report.

In a 1974-75 Attitudes Toward College Survey, 47% of the students indicated that they felt bewildered by their courses. 77% said they found one or more courses difficult or very difficult. 40% said they found college more difficult than they expected. When asked where they would go for help with course related problems, the majority of students said to the course instructor.

In a student profile prepared by President Wood's Office, the largest number of students reported a need for education and vocational counseling including help in locating part-time employment (48%) and the smallest number reported a need for personal counseling (8%)*

*Probably some under-reporting goes on in this area but it should be noted that the same factors which lead to an under-reporting of need for personal counseling lead to the under-utilization of such services.

<u>Area of Need</u>	<u>% Reporting Need</u>
Education & Vocational Counseling	48
Mathematic Skills	27
Reading Skills	23
Writing Skills	23
Study Skills	30
Part-time Employment	48
Personal Counseling	8

The implications of the findings on student need will now be discussed in terms of the nine components of a comprehensive student support program identified at the beginning of this report.

Recommendations for a Comprehensive Program of Support Services

A Summer Orientation Program and Early Assessment of Academic Strengths And Weaknesses

In our first report, the subcommittee recommended that a Summer Orientation Program be developed for the CLA as part of a comprehensive Freshman Year Program. We recommended that the Summer Orientation Program be an important focus of the academic support effort. We would like to reiterate that recommendation. Further, the Summer Orientation Program ought to have two major goals. The first is to apprise students of their own academic strengths and weaknesses and to inform them of the range of courses and academic support programs available in the CLA. The second is to inform faculty and staff of students academic strengths, weaknesses, and needs for academic support services.

The administration of the diagnostic survey and pre-registration for courses and support programs which has gone on this summer is a step in the right direction. Improvements need to be made in the diagnostic inventory based on the experience which has been gained with it. In addition, a much more comprehensive advising program, one which makes use of faculty and upper class students as well as staff, and which more fully exposes students to the possibilities available in the CLA, needs to be developed.

A comprehensive Summer Orientation Program should help reduce students' feelings of not knowing where to turn for help. ~~At the same time,~~ it should help the CLA plan services, which will actually be responsive to students' needs.

The subcommittee recommends that several members of the proposed Learning Center, together with a committee of faculty and students be assigned the task of developing a comprehensive Summer Orientation Program for the CLA. We

recommended in our previous report that committees in Colleges I and II which have worked on the Freshman Year might provide the personnel needed for such an effort.

Academic Advising and Basic Skills and Tutorial Support

It appears, from our survey of admissions folders and examination of the results from the diagnostic survey, that the Freshman class will need a substantial amount of basic skills and tutorial support. We estimate that at least 35% of the class will need substantial academic support. The existing academic support staff will not be able to provide this level of support without additional staff and significant help from the faculty.

For this reason we feel it necessary to re-emphasize the following recommendations from our June 24th report:

- #4. That all Freshman be required to complete a diagnostic skills survey and meet with an academic advisor prior to registering for courses.
- #5. That departments be asked to assume more direct responsibility for academic support work by selecting a full-time faculty member to be the coordinator of Academic Support Services and Freshman Advising.
- and, #7. That the staff resources requested on Page 3 of the Learning Center Proposal be made available. We recommend that the two non-permanent academic support staff positions be made into permanent 01 positions immediately. In addition, we recommend that a quantitative skills specialist be added to the existing staff. Every effort should be made to find minority persons to fill new positions.

We feel that it is particularly important to add a quantitative skills specialist to the proposed Learning Center because there is at present no one who is able to supervise the work of student tutors in Math and The Sciences or is coordinating the academic support work which is necessary in those departments. The number of Freshman with low SAT scores in Math and relatively long absences from school also increases the need for a quantitative skills specialist.

Even with the addition of a quantitative skills specialist, the present basic skills and tutorial staff will be unable to meet existing student needs for academic support services. The subcommittee feels that greater involvement of faculty in the academic support effort is the only way to develop

Programs of support which will reach all students. One of the problems which has always confronted the academic support staff is that students' work schedules often prevent them from availing themselves of special skills workshops or tutoring services. Students are more likely to participate in support programs which are identified by faculty as important course work. Faculty will only come to define support programs in this way if they are actively involved in their development. Therefore, the Subcommittee views recommendation #5 of our previous report as having the highest priority in terms of the development of a CLA academic support effort.

Furthermore, we feel that in implementing the proposed Learning Center, a director ought to be selected who has as his/her primary goal developing a department-based academic support effort.

In our June 24 report, in addition to emphasizing faculty commitment and participation and the availability of a professional staff with expertise in basic skills as important components of an effective system of academic support, we emphasized the importance of competent and well-trained tutors. We presently feel that not only should qualified upper class students be engaged in tutorial and adjunct work and participating on advising teams, but that a Big Brother/Big Sister program ought to be developed to provide each Freshman with an upper class student advisor. We feel that such a program should be implemented as soon as possible. Preferably work should go on this summer to implement a Big Brother/Sister program during the fall semester.

The Freshman Year Program

In reviewing the work that has been done by other committees in the area of academic support, the Subcommittee has been impressed by the number of times that the idea of a comprehensive Freshman Year program has been discussed. We feel that many of the ideas put forth are excellent (See the College I and II Self Studies, for example) and would like to see work in this area move forward. We feel that the unification of the Liberal Arts College presents a clear opportunity to implement plans which have been so long incubating. A Freshman Program integrating regular introductory course work with training in writing and reading comprehension would benefit all students, particularly those deficient in basic skills. Faculty who have incorporated such training into their courses have often found that the integration has enhanced the overall effectiveness of the courses. This seems especially fruitful in an academic environment characterized by high student need and little time available to students to seek additional help due to

limited financial resources and consequent work obligations. It is the Subcommittee's intent that a Freshman Year Program be developed which will elevate not compromise academic standards.

Minority Students' Access to Support Services.

There is evidence that indicates that the basic skills programs in Colleges I and II have not been fully utilized by minority students in the past. About 50% of the minority students (Black and other minorities) are admitted to UM/B through the Special Admissions Program. While this fact itself deserves study, it does suggest that a sizeable percentage of the minority students at UM/B need the academic support services which they have not been utilizing.

In the past year some initial steps have been taken by the Basic Skills staff to attract more minority students who would benefit from Basic Skill and tutorial services. Specifically, the staff has been working more closely with the Special Admissions staff, offering basic skills summer sessions for Special Admissions students, and recruiting minority tutors through the minority student organizations on campus.

It is the opinion of most of the people with whom we have spoken and the opinion of the Subcommittee that the addition of minority persons to the staff of the skills center is one important step toward getting more minority students to utilize existing academic support services. Further efforts also have to be made to find upper class minority students who are willing to function as tutors and advisors for freshmen.

The Subcommittee has found that much of the work being done by the Spanish speaking advisor in the Central Advising Office is very similar to the work which is done by the academic advisors and basic skills professionals in the Colleges. We therefore think that it would be very useful for the Spanish-speaking Students Advisor to be part of the proposed Learning Center. In fact, we have had similar feelings about other members of the Central Advising Office.

Support Services Presently Provided by the Central Advising Office

The Central Advising Office now provides several important services: graduate study advising; foreign student and international programs advising; Spanish-speaking student advising; and advising for returning women students; All of these services are closely associated with the provision of academic support and are primarily concerned with the CLA student. For

these reasons, and others detailed below, the Subcommittee feels very strongly that the four positions in Central Advising discussed here could benefit by being affiliated with the academic support services in the CLA.

Functions Which Link the Central Advising Staff to CLA Academic Support Services

The advisors to women students, Spanish-speaking students, and foreign students are all currently very involved in the admissions process. All three advisors do pre-admission interviews and counseling. The advisors to women and Spanish-speaking students also do extensive recruitment work. Because of the loss of positions in the Admissions Office, we feel the involvement of these advisors is crucial to the University's ongoing commitment to admit these minorities.

All the advisors in the Central Advising Office provide academic counseling. Much of this counseling is in the form of course selection. Areas such as basic skills are also involved. This work is exactly the same as that which is being done by academic advisors in the Dean's Office. This is particularly true of the Spanish-speaking student advisor.

The advisors in the Central Advising Office need to be closely associated with faculty. The advisors for graduate study and foreign students cooperate with faculty in choosing students for national fellowships such as the Danforth and Fulbright fellowships. The Spanish-speaking student advisor is instrumental in helping to develop a Freshman Year Program to better accommodate the large number of Spanish-speaking and other minority students. Also, the graduate study advisor works closely with faculty on the pre-medical advising committee.

The Advantages of Adding the Central Advising Positions to the Academic Support Staff of the CLA

The Subcommittee feels that the following are advantages which would result from adding the staff members now in the Central Advising Office to the academic support staff of the CLA:

1. The present central advising staff if added to the academic support staff of the CLA could be even more instrumental in the admissions process and the links between recruitment, admission, and follow-up support could be strengthened.
2. The present central advising staff and academic support staff of CLA would have a more rational framework from which to allot their time to recruitment, admissions, academic advising, basic skills work, other counseling, etc.

3. Direct affiliation with faculty would enhance the present Central Advising staff's capacities to counsel their students in academic areas.
4. The present Central Advising staff would provide faculty with an important resource in terms of the needs of special students (foreign students, Spanish-speaking students, returning women students) particularly in the areas of curriculum development and planning of a Freshman Year Program.
5. The present Central Advising staff would provide the academic support staff of the CLA with additional resources in order to develop programs to meet the needs of minority students.
6. In particular, the addition of the Spanish-speaking advisor to the CLA academic support staff may help attract minority students who can serve as tutors and advisors and students who have heretofore underutilized basic skills and tutorial services.

There is one problem we did identify in adding the positions now in the Central Advising Office to the academic support staff of the CLA. Graduate study advising, foreign student advising, advising for returning women students, and Spanish-speaking student advising all deal with students in Colleges III and IV as well as with students in the CLA. The addition of these services to the academic support staff of the CLA should in no way reduce the access of College III and College IV students to them.

There are two other points which the Subcommittee would like to make regarding the recommendation that the present central advising positions be added to the academic support staff of the CLA.

1. The addition of these positions to the academic support staff of the CLA should in no way void the Learning Center's request for additional positions. It is particularly important that a quantitative skills specialist be added to the proposed Learning Center staff.
2. We feel it is necessary to reemphasize that relocation of the present Central Advising staff should not lead to the exclusion of the small number of students from Colleges III and IV who currently utilize the services of these advisors.

Center for Handicapped Students

The Center for Handicapped Students provides services highly comparable to those now provided in the Central Advising Office for other special student groups. It participates in recruitment and admissions. It offers academic counseling and acts as liaison for its constituency with the other support services. It works closely with the Veteran's Administration and the Massachusetts Rehabilitation Commission.

The Center is not now affiliated with any other support group. The Director, while emphasizing the desirability of close cooperation with others in related areas, did not identify any strong need for affiliation.

While we recognize the similarity with other academic support services, the special requirements of the center and its particular accessibility requirements cause us to hesitate in making any organizational recommendations at this time.

We can recommend, however, on the areas which were clearly identified as pressing needs. The Center badly needs more space, especially room for private consultation. In addition, if the Center is provided with a secretary (as we were told has been promised), the Director would be able to allocate more time to the instruction of tutors in the special needs of handicapped students.

Social and Emotional Support - The Counseling Center

The Subcommittee has discussed the proposed Counseling Center at length in its report of June 24. While we feel that there is a need for a Counseling Center at UM/B, we feel that the need for academic support services far exceeds the need for psychological counseling. We referred earlier to the study of students' perceptions of areas of needed support. Only 8% of the students sampled reported a need for personal counseling. If a similar percentage of students were to actually use a counseling center, the request for seven professional staff positions in the counseling center proposal seems extremely high.

The Subcommittee continues to support the recommendations it made in its previous report pertaining to the counseling center. (See pages 11-13 of this report.) We are aware that the Trustees have mandated that there be counseling services available at UM/B and we think that such services should exist. We feel, however, that

1. Such services should not necessarily be limited to psychological counseling. In fact, we feel that the academic support services which we have recommended satisfy, in part, the mandate of the Trustees for counseling services.
2. In terms of psychological counseling, the Subcommittee recommends that a director should be carefully selected through a national search. The director selected should concentrate on the development of outreach programs and psychological counseling programs which foster academic success.
3. The director once chosen should be charged with assessing existing resources in the area of social and emotional support and drawing those services together to form a psychological counseling center.
4. Only then should additional positions be added to fill in gaps left by existing resources. At no time should positions be taken from academic support services for this purpose.

Vocational Counseling and Placement

The Office of Vocational Counseling and Placement has counseling as its main focus at present. We believe that our students also should have access to a serious placement effort, whether or not they wish to take advantage of vocational counseling. Gardner Yenawine, in his memorandum of February 4, 1976, to Vice Chancellor Tubbs, pointed out the need for work in the area of employer relations. We agreed that this need is manifest. There should be at least one person in the Office of Vocational Counseling and Placement whose job is to be in direct touch with the requirements and preferences of possible employers of our students. This person might work jointly with field placement services on campus. He should facilitate on-campus recruitment. He should help students find part-time employment while in school and regular employment upon graduation. He should follow the careers of alumni. He should feedback to advisors, counselors, and departments the up-to-date practical information which will improve curriculum planning and enhance the career opportunities of our students.

We, therefore, recommend that a stronger liaison be established between the Vocational Counseling and Placement Office and the academic departments than now exists and that a program directed at placing UM/B students in part-time and full-time jobs be developed.

Financial Support

The Subcommittee has not yet studied this component of student support.

Recommendations Based on the Report of June 24

1. That the academic year 1976-77 be seen as an interim year for the CLA during which a variety of academic support programs can be tried and carefully evaluated. We recommend that the Institute for Learning and Teaching be asked to evaluate the various academic support services offered during 1976-77 and in the spring of 1977 make concrete recommendations to the Dean and governing body of the CLA regarding the most successful approaches.
2. That the Freshman Year Program Committees of Colleges I and II be reconstituted as a single committee including members of the Academic Support Services staff and that it be charged with developing a Freshman Year Program and a Freshman Summer Orientation Program by the summer of 1977. The Freshman Year and Summer Orientation Programs should be seen as the foci of the academic support effort.
3. That every effort be made by the Admissions Office to establish and maintain a firm admissions deadline so that diagnostic testing and advising of all freshmen can go on early in the summer and academic support staff have sufficient time to develop need-responsive support programs for the fall.
4. That all Freshmen be required to complete a diagnostic skills survey and meet with an academic advisor prior to registering for courses.
5. That departments be asked to assume more direct responsibility for academic support work by selecting a full-time faculty member to be the Department Coordinator of Academic Support Services and Freshman Advising. We strongly recommend that every effort be made to implement this model for 1976-77 on a College-wide basis. Provisions should be made to afford faculty members the necessary help, time (in the form of course-load adjustments), and academic recognition for this work.
6. That Academic Support Services be an integral part of the academic enterprise administratively tied to the Dean's Office.
7. That the staff resources requested on page 3 of the "Learning Center Proposal" (attached) be made available. We recommend that the two present non-permanent academic support staff positions be made into permanent ones immediately. In addition, we recommend that a quantitative skills specialist be added to the existing staff. Every effort should be made to find minority persons to fill these new positions.
8. That the Counseling Center not be implemented at the expense of academic support services. More specifically, we recommend that all frozen positions and new vacancies in the area of academic support be filled before any new positions are allocated to psychological counseling.
9. That existing resources in the area of psychological counseling be consolidated to form the basis of a Counseling Center rather than establishing seven new positions in counseling as recommended in the Counseling Center Proposal. This process might be facilitated by hiring a Director for the Counseling Center but other staff positions should be added only after gaps have been demonstrated in existing resources and provided the conditions in Recommendation #9 have been met.

10. That the Counseling Center should be a centralized unit reporting to the VCSA or directly to the Chancellor but that a structure which ties it closely to the activities of the Colleges be carefully thought out and implemented.
11. That an Advisory Committee composed of students, faculty, and staff be set up by the University Assembly to provide the Counseling Center with continuous feedback on how its activities are being received by the University community.

Additional Recommendations Based on the

Additional Recommendations Based on the Report of July 19, 1976

1. That the development of a departmentally based program of academic support be the number one priority for the proposed Learning Center. The Dean of the CLA should be responsible for the implementation of such a program as soon as possible.
2. That a Upper Class Advisor program be implemented in the CLA. Upper class students who would participate in such a program should be identified this summer if possible and the program implemented during the fall semester.
3. That the following positions presently in the Central Advising Office be added to the academic support staff of the CLA: the graduate study advisor, the foreign students advisor, the advisor for returning women students, and the Spanish-speaking students advisor.
4. That further efforts be made to involve additional minority students in advising and tutoring programs. We recommend, for example, that
 - a. The Spanish-speaking Student Advisor be added to the staff of the proposed Learning Center. This recommendation supplements and does not replace our earlier recommendation that staff positions requested by the Learning Center be allocated (See recommendation seven in the June 24 report).
 - b. In addition, in seeking staffing for the proposed Learning Center, efforts be made to find minority persons.
 - c. Liaisons such as the one established with Imani this past year be established with other special student groups on the campus.
 - d. A special effort be made to involve minority students in the upper class advisor program.
5. That the placement component of the existing Vocational Counseling and Placement Office be the focus of the Office's further development.

REPORT TO: Chancellor's Ad-Hoc Committee on Student Services

FROM: Richard M. Freeland
Dean
College of Professional Studies

Roslyn M. Watson
Director of Office of Student Development
College of Professional Studies

October 28, 1976

Academic support services in the College of Professional Studies are defined as those services and activities that occur outside the classroom that directly support the achievement of the College's educational goals. These goals are three fold:

- . to offer a general preparation for a managerial career through course work in the broad subfields of Management: Finance and Accounting, Management of Human Resources, Marketing and Management Science. The part of the curriculum that addresses this goal is called the Management Core.
- . to offer a more specific career focus through specialized course work in a particular occupational area such as private or public financial management, accounting or personnel. The part of the curriculum that addresses this goal is called the Management Concentration.
- . to offer a broad exposure to the many arts and science disciplines represented in the University. The part of the curriculum that addresses this goal is called the General Education Program.

In developing a set of student services that support these goals and which truly help students achieve them, many factors must be taken into account. Like the UM/B population in general, our students are a diverse group. Our students range in age from 17 to 61. They represent a broad range of ethnic groups. Their educational experiences prior to enrolling in the College vary tremendously. They may have attended a "good" high school or one that was less than adequate preparation for college-level work. They may have attended a two-year institution or transferred from another four-year institution. Many have some educational deficiency which hampers their ability to succeed academically. They may have studied liberal arts, business administration or some combination of the two. Ninety percent (90%) of the students in the College of Professional Studies are employed at least ten hours a week. Many work full time. Their ability to spend time on class preparation or projects, not to mention skills building or other remedial work is limited. Students' work schedules and the fact that UM/B is a commuter institution where students spend little time on campus aside from their class time also means that most students' school work is done alone and away from campus. Peer support, an important component of the educational process at residential institutions, is also limited.

All these factors have led us to conclude that we must structure a student development system of support services in the College of Professional Studies. These services must begin at the point of intake with the admission decision and continue through the point of placement on a job or in graduate school at graduation. Because our students often need as much help understanding the rationale for the curriculum as they need help in mastering substantive course content, this student development effort must be closely linked to the instructional program. Most importantly these services must concentrate on developing the individual student's ability to explore the university's course offerings, assess his/her own abilities, interests and goals, and translate these into a coherent plan of study and career plan.

Given these conclusions we have engaged in activities in the following areas:

- ADMISSION: We believe that a thorough assessment of an applicant's capabilities and probability of success in Management is crucial to the decision making process. Members of our College Admission Committee have worked cooperatively with the Admission Office to establish criteria for the evaluation of applications that take into account maturity, leadership qualities and content of prior educational experiences in addition to the traditional indicators, test scores and rank in class. These have been incorporated in the College's Admission Policy. Members of the College Admission Committee have also participated in the evaluation process by reading folders. This not only increases each member's sense of the difficulties involved in the assessment process but gives members of the faculty and staff first-hand knowledge of the applicant pool which is useful for planning purposes. It also fosters a sense of responsibility on the committee's part for each class admitted to the College.

FUTURE PLANS: We would like to shift our focus at the collegiate level somewhat, from evaluation of applicants to outreach and recruitment activities. We can foresee helping the Admission Office cover the myriad 'college days' at high schools and community colleges and would also like to develop ways of bringing more prospective students to the campus to experience UM/B and the Management Program first hand. We would also hope that faculty and staff of the College could begin developing relationship with new sources like the insurance companies, banks, utilities and government agencies. Faculty and staff, perhaps through interviewing prospective students, could lend an additional perspective to the Admission process.

- RESOURCES NEEDED: Probably, the most pressing need as we see it is for additional professional staff in the Admission Office. Since the College has opened, the Admission Office has been understaffed and unable to carry out many of the functions it and we would have liked. Only with a high quality fully staffed Admission Office will the College be able to maintain its activity in the Admission area. Also important are resources for a professional publications effort which would revamp the application forms and brochures of the University. This is important not only for appearance reasons (though marketing considerations are important) but because the various brochures and booklets currently printed by the University could better convey a coherent sense of the University and its programs.
- ORIENTATION TO THE COLLEGE: New students in the College participate in a three phase orientation program which begins shortly after we are notified they will enroll and continues through the fourth week of their first semester in the College. During the first stage students meet in small groups with a member of the Office of Student Development staff to undergo a skills assessment, to test proficiency in writing and quantitative techniques, to discuss the curriculum, choose and register for courses, tour the campus and meet their fellow classmates. This is an important step in our student effort. It introduces students to the College, gives them an opportunity to assess their skills and to choose courses accordingly. The second which occurs immediately prior to the beginning of classes provides an opportunity for new students to meet their instructors on an informal basis. The third phase which occurs three-four weeks after the term begins is designed to orient students to the rationale behind the curriculum, acquaint them with the degree requirements and introduce them to the concepts of academic planning that are central to the College's advisory system. We purposely

chose to hold this phase of orientation at this time so that students would be settled in their classes. One part of this phase of orientation occurs inside the classroom. Students do special case analyses in the Introduction to Management course and the Management Core courses and participate in discussions of the case material. The purpose of this activity is to relate what is going on in the classroom to managerial roles and also to help students understand the notion of course integration. The other part of the orientation consists of small group meetings lead by members of the College's Student Development committee. Here the emphasis is on teaching students about the requirements in enough detail so that they can begin their academic plans. The Committee has developed several planning exercises to sharpen students' planning skills.

FUTURE PLANS: We would like to expand the assessment component of the first phase of orientation so that students could not only the basic skills exams at that time but could take a 'challenge exam' as well. (Challenge exams are exams which test mastery of material covered in specific Management coursework and are used to determine whether to exempt students from a particular course.)

We also would like to offer the proficiency examinations for fulfillment of the College's Essential Skills Requirement at this time.

- ACADEMIC ADVISING: The goal of the College's advising system is to teach students how to plan, organize and control their educational experience--how to manage their education. The College degree requirements reinforce this goal since each student must develop an individual plan of study in order to fulfill the degree requirements. While the requirements create an enormous demand on our advising resources, the College believes that the active student behaviors that result more than justify the cost in resources.

Currently students participate in the advising system in one of two ways:

Peer Advising for Freshmen: Freshmen are advised in groups of ten, each led by an upper-division Management student-advisor. The student advisors are supervised by Nancy Nagler, a member of the professional staff, who is trained in counseling. Ms. Nagler and Ms. Watson, the Director of the Office of Student Development are also available to consult with individual freshmen, when necessary. In these groups freshmen explore the requirements, begin their academic plans and discuss general adjustment issues. Though this system has only been established this semester, it is our hope that the groups will decrease the isolation freshmen often feel and will encourage collaborative study habits early in students' College careers.

Advising for Sophomores, Juniors and Seniors: These students are assigned to individual faculty or professional staff advisors. Each advisor has approximately 25 advisees. The focus here is on clarifying the student's interests, abilities and goals and translating them into a specific course of study. Since students at this level have far less flexibility in course selection than do freshman their plans must be monitored more closely. Also, the planning issues raised by students at this level are more readily handled by a member of the faculty or professional staff.

FUTURE PLANS: A significant new development which is still being discussed in the College but which we are hoping to implement during FY '78 is the

role of an instructional mentor. The mentor is a facilitator of student learning and could function as an instructor--focusing on content issues or one who teaches students how to learn, how to tap resources to meet their educational objectives. Clearly, it will be some time before the all specific ways that such a person(s) could function are fully determined. There is however a special need in the College for a facilitator role, particularly since a large portion of our students required coursework in the General Education Program is offered outside the College of Professional Studies--in the CIA.

Resources Needed: We have asked for two instructional positions in our FY '78 budget request to fund the mentor role.

- TUTORING: Given the limited amount of money available for tutorial services, we have tried to move away from one-on-one tutoring in all but extreme cases and have instituted group tutorials tied to specific sections of courses. Not only is this system more cost-effective but it encourages a much closer relationship between the tutoring activity and the coursework. Faculty seem to be able to exert more influence on the tutor and this also seems desirable. These group tutorials are currently functioning in the Communications, Quantitative Methods, College Algebra, Statistics, and Management of Financial Resources courses.

We are also continuing our limited use of course assistants in the Management of Human Resources and Operations Research courses. The course assistants, students who have successfully completed the course help to develop course materials, assist with in-class exercises, help to supervise course projects, review homework assignments and also tutor small groups.

FUTURE PLANS AND NEEDS: Current resources preclude our offering tutorial services in all the courses which could benefit from them. Though our student body has doubled this year, we received the same tutorial allocation as last year. We would like to expand our group tutorial services and be able to provide other courses with course assistants. Additional trust funds are needed for this purpose.

- ESSENTIAL SKILLS INSTRUCTION: The College is very concerned with student proficiency in written and oral communication, quantitative analysis and logical thought as evidenced by the passage of a College-wide requirement setting proficiency levels in these areas that must be met by all students. In some cases these levels may be met by satisfactory completion of coursework but other indicators are also being developed.

Because the College is committed to enrolling a significant number of students who would not otherwise receive a University-level education, there are in the College, students who are not yet prepared to undertake the regular Management curriculum. For such students, some of whom may not have received adequate high school preparation and some of whom may have been away from formal education for many years, the College has developed two skills building courses. MGT 125 is an intensive introduction to algebra and other quantitative techniques designed for freshmen entering the Management Program who have not been exposed to these areas and MGT 301 is an intensive writing seminar for transfer students who have been identified by the faculty as in need of additional help.

FUTURE PLANS AND NEEDS: In FY '78 the College is planning to offer new coursework which will assist students in meeting the Essential Skills Requirements--particularly the portion regarding logical thought. It is our intention to incorporate skills building courses into the curriculum of the College, as much as possible. We have requested additional instructional positions for this purpose.

- PERSONAL COUNSELING/CAREER DEVELOPMENT: This year the College is preparing its first class of graduates for placement in graduate school or in jobs. Gardner Yenawine of the Office of Career Counseling and Placement is leading a series of job readiness seminars for seniors designed to prepare them to write resumes, and to begin a job search. Vincent Pivnicny of the Management faculty is leading a series of career awareness seminars which are held bi-weekly. At each seminar representatives from a specific industry--for instance insurance or banking speak about career opportunities in their fields. The College Field Relations Committee is currently planning with Mary Winslow, of the Central Advising Office, for a series of sessions on graduate school readiness.

An orientation toward career development is not just limited to outside of class activities nor is it limited to seniors. At all levels career development issues are addressed in the regular curriculum. Both Introduction to Management and Liberal Arts and the World of Work, freshmen courses, have as part of their purpose career exploration. Also, the Management Core and Concentration coursework, taken by sophomores and juniors and the Management Internship, taken by seniors, are all specifically career-related.

FUTURE PLANS AND NEEDS: Planning a major career development program for the College is a task for the College's Student Development and Field Relations Committees this year. The College is currently recruiting a full-time Director of Field Relations. This position has been vacant since September 1.

STUDENT DEVELOPMENT ORGANIZATION

The administrative office within the College responsible for implementing policy in the areas of admission, academic advising, tutoring, counseling and student activities is the Office of Student Development. That office is directed by Roslyn Watson who reports directly to the Dean. Ms. Watson is responsible for supervising the one additional professional staff member in the office, Nancy Nagler, the College Advisor. Secretarial support is furnished from the College secretarial pool.

College policy in the area of student development is formulated by the College's governance body the Management Program Council (MPC) with the concurrence of the Dean. The membership of the MPC consists of all full time faculty and professional staff of the College and three students. Most policy recommendations to the MPC in the Student development area are made by the Student Development Committee. The committee includes Ms. Watson, Ms. Nagler, and Professors McClure, Lyken, Croke and Wilkie

UNIVERSITY OF MASSACHUSETTS

MEMORANDUM

From John H. Strange Date July 22, 1976
To Chancellor's Ad Hoc Committee on Student Affairs
Subject Review of CPCS Development of Student Academic Support Services

Preface:

In providing the Committee with information on student academic support services, the College is presenting the information requested in the form of a historical view of its development in an effort to take into account the factors which influenced the philosophical orientation which the College has adopted as a result of this developmental process.

College of Public and Community Service, since its inception recognized two major factors which influenced the design of the student academic support service which it must provide:

1. The uniqueness of the competency-based curriculum and the unstructured nature of its program (self-paced and heavily dependent on student ability to become self directed learners).
2. The population it seeks to serve:
 - (a) Older students many of whom have not been engaged in a formal educational process for many years.
 - (b) A predominance of individual who work full or part-time and have responsibilities beyond those of being a student (workers, parents, public and community service activities).
 - (c) Individuals primarily from the Metropolitan Boston area (approximately 30% minority student population) whose current basic skills (reading, writing, math) reflect the inadequacies and problems of public school education.
 - (d) Individuals whose income status require financial assistance as a necessary requisite for engaging in the educational process.

As stated previously, the College recognized these factors as major influences of both its academic and student services program development. Historically, however, there were other factors which greatly influenced the College's capacity to address the development of student academic/support

services in a coherent manner and subsequently the design which the College is attempting to implement.

Year One: 1973/74

1. Developmental Priorities:

The major investment of faculty and staff time required that energy be invested in the implementation and administration of a competency-based curriculum (writing certificates, identifying degree requirements/distribution, teaching, evaluation) and to begin the process of building a College (participation in Collegiate activities--governance, certificate council, collegiate committees--and in University committees of a similar nature).

2. Inadequate Personnel In The Area Of Student Services -- During the first year, the College did not have the resources to employ an individual whose major responsibilities would involve the area of student support or advocacy. As a result, student problems (academic, personal and informational) were responded to by both faculty and staff --in their capacity as advisors -- many of whom had neither the knowledge or access to the correct general information nor the training or expertise in specific areas (counseling). Primarily through the efforts of a part-time counselor, the College initiated its first attempt to develop a support mechanism by developing a program of Peer Support -- students helping students. Given the resources, this was the most feasible approach. This program met with some success.
3. Separation From The Main Campus -- In retrospect this problem was particularly difficult during the College's first year primarily because the College had not yet been accorded legitimacy as a viable educational institution within the greater university structure. Given this lack of knowledge and information, the misinformation and range of rumors regarding the security and quality of the College's program caused problems for both the faculty and students at CPCS. This exacerbated the frustration of students on a secondary level: students who were paying for health services had no access to them; there were no representatives in the Park Square (Downtown) Campus from the Bursar, Registrar, or Financial Aids Offices. Students would legitimately wonder why services weren't available if the University recognized the College. CPCS, at that time and currently, remains the only College who offers an instructional program in the evening. Consequently, students who attend the evening program could not avail themselves to such services at the Harbor Campus even if they were willing to travel to the Harbor Campus since most activities and services ended at 5 P.M.

Second Year -- 1974/75: During the second year of operation, major improvements were made with assistance from the University, by Collegiate attempts to systematically identify student needs and problems and to begin to build assistance and support directly into the academic program. A sense of community was beginning to develop, and faculty and students worked cooperatively to establish the College's identity and legitimacy.

1. Initiation of the Assessment Program -- The College, identifying the need to provide a mechanism for its students (adults) to re-enter the educational process, to become familiar with a competency based curriculum, to develop the skills required to succeed in the program, initiated an Assessment Program as an entering process for all new students.
2. Identification of Basic Skills Problems -- The Essential Skills Center introduced the process of diagnostic evaluation into the Assessment Program in an attempt to identify and assist students entering the College who had deficiencies in the area of reading and math.
3. Employment of Assistant Dean for Student Affairs -- In December of the second year of operation, an Assistant Dean of Student Affairs was employed. This individual undertook a "Needs Assessment" study during the second semester in order to begin to more closely identify student problems in the area of student affairs/services.
4. Tutorial Program -- The Essential Skills Center, with the assistance of students employed through financial aid and 03 trust funds, began to provide tutorial services for students in reading, writing and math.

Third Year: 1975/76: During the third year of operation, the fruits of work begun in the second year became visible. In addition to establishing its legitimacy as a viable, indeed innovative program, the College improved its ability to identify the problems and needs (academic and personal) of its adult urban population as well as those problems which resulted from its unique curriculum approach. During this period of diminishing resources and Collegiate growth, the most creative and successful approach was to integrate students' personal growth with their academic development. Once again, this was brought about with the assistance of the University and the tremendous work of faculty and staff:

1. Health Services -- The University provided the daily presence of a registered nurse and services of a doctor (every other Wednesday) from 10:30 to 6:30 thereby covering the day and evening population.
2. Child Care Center -- A small but effective program initiated by students within the College, allowing students to utilize resources for child care while attending classes was begun and offered both day and evening.
3. CPCS students were trained and employed as liasons to provide students with information and assistance regarding financial aid, Veterans' benefits and other university activities and services.
4. Student Advisees -- CPCS trained and utilized continuing students to assist new students entering the program. Continuing students were provided with a training program and assigned to new students as "student advisors" to facilitate their entry into CPCS.
6. Personal counseling and vocational counseling was made available to students through funds from both a grant which the College had acquired and from University resources.

7. Tutorial Program Expanded and Improved -- The tutorial program operated through the Essential Skills Program was expanded and a pilot program was begun to initially train and supervise individuals employed as tutors within the College.

Plans for 1976/77: As we enter the 1976/77 year the College, by analyzing its historical development and building upon the success of programs whose basic design integrated students' personal growth and development concurrently with their academic program, has designed, planned and prepared a variety of programs which it believes will best meet the needs of our student population. In support of this effort we have also attempted further integration by building a stronger administrative relationship between academic affairs and support services. During this past spring and summer, the planning process was begun to ensure adequate implementation time. In part, the ability to implement these programs is dependent on resources which we have requested from the University.

1. The Assessment Program -- Recognizing that the Assessment Program has major implications for the students' long-term relationships with the College, the Administration has made a great effort to train and assist faculty who will be involved in this instructional program. In addition to an all-day training session for faculty this past Spring a manual entitled "A Resource Book for Teaching Assessment" has been developed. A review of this document will indicate the range of issues (personal and academic) which faculty must be sensitive and responsive to.
2. Diagnostic Testing -- Within the context of the Assessment Program, the Essential Skills Center will administer diagnostic tests -- adding for the first time a writing sample -- which will primarily be used to both diagnose students' problems in reading, writing and math as well as to assist them in the educational program which they design for themselves of the College.
- *3. Tutorial Program -- The Essential Skills Center has formalized its tutorial program by allocating faculty resources for courses which train students to teach in the tutorial program. Additional funding has been requested to pay the student tutors. The tutorial program is unique in that students may develop their reading, writing or math skills by utilizing the instructional material of courses in which they are involved. In this way, students are not engaged solely in remedial work but are, in fact, using the material of a variety of disciplines to develop their essential skills. The College has allocated space and established a tutorial center to implement this program. (Note: funds have been requested for paying tutors and for faculty replacement monies.)
4. Student Information and Resource Center -- The College has allocated space adjacent to the Student Lounge to establish a Student Information Center (similar to that of the Harbor Campus) and Resource Center. The function of the Student Information Center is to coordinate and disseminate information to students. The Resource Center will allow space for trained students to assist other students

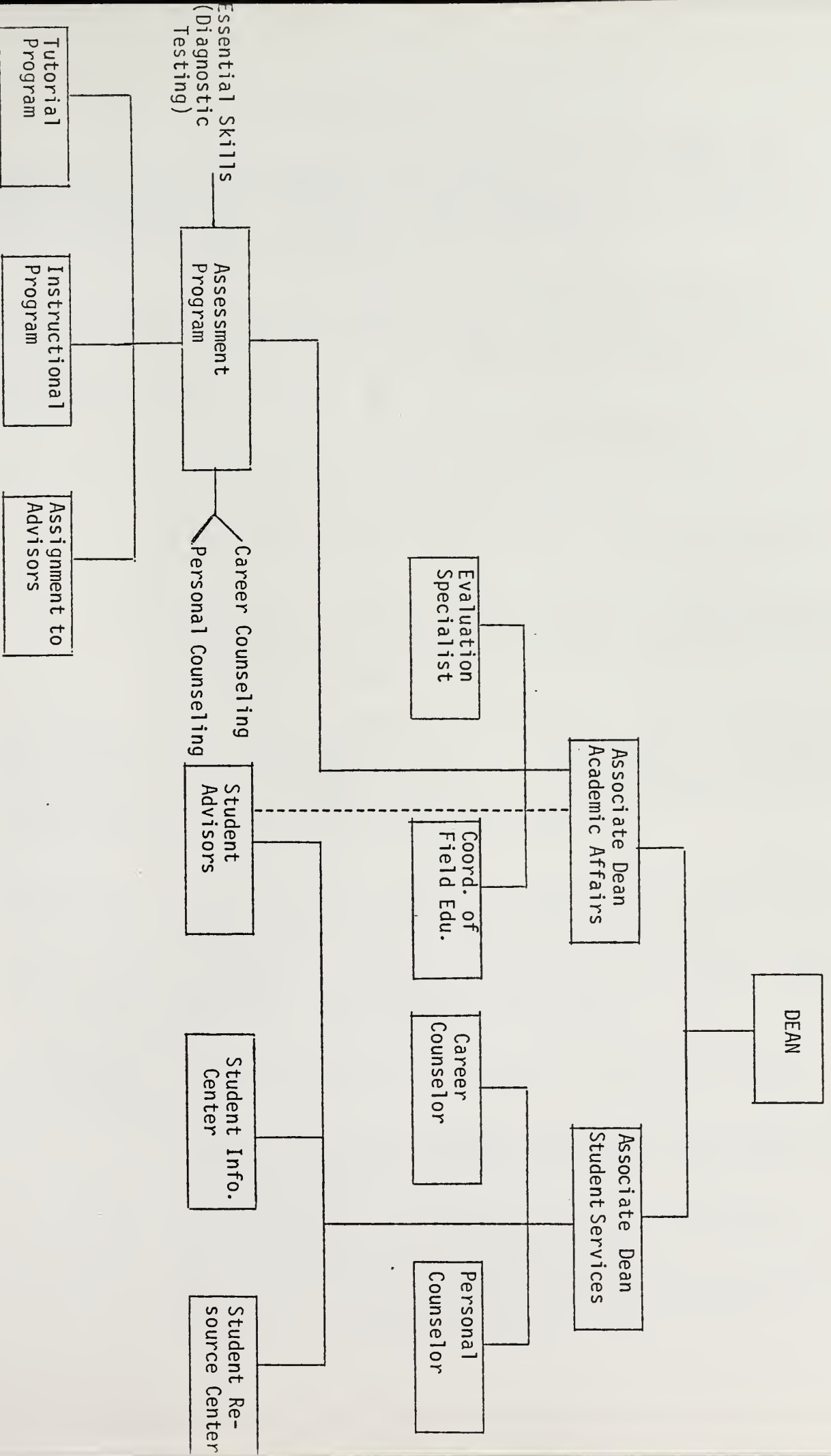
* Implementation dependent on Resource Allocation.

in matters regarding financial aid, Veteran's programs and other such liason work with the Harbor Campus. This will be staffed entirely by students.

- * 5. Personal and Vocational Counseling -- Adjacent to the Student Information and Resource Center, the College has allocated office space for personal and vocational counseling. (The College has requested funds to continue the employment of Marcia Crowley and Lynn Shapiro to continue the work which they began last year.) These services, as available resources, are identified in the Assessment Process and faculty teaching in the Assessment Program are urged to refer students to these resources when such needs are recognized.
- 6. Associate Dean for Student Support Services -- In order to integrate the Associate Dean for Student Support Services with the operation of the academic program, she will assume the responsibility of assigning students to academic advisors. The decision to do this is to reinforce the integration of academic and support services. By making the assignments, the Associate Dean of Student Services will have a direct relationship with the teaching faculty -- a crucial linkage if student support services are to be effective. This will lead the faculty to view this individual much more as a resource person and assist the College in further identifying problems (and their solutions) which relate both to the personal and academic growth of our students.
- 7. Student Advising Program -- Building upon our previous attempts to develop a Student Advising Program, the College will initiate in September a more formal developmental process to initiate this program. During the first seven weeks students interested in serving as a student advisor will be recruited, interviewed, and selected. In the second seven weeks they will be involved in a training program designed by the Associate Dean for Academic Affairs and the Associate Dean for Student Support Services. In January, these students will be prepared to formally serve as advisors under continued supervision.

SUMMARY: The philosophical orientation reflected in the historical development of the College is one which very much reflects a wholistic approach to student development. To the extent possible, the College has attempted to both address problems and provide resources within the context of the academic program. Conversely, however, the College has utilized its own student body to provide much of this support. By so doing, a tremendous environment of peer support has and will continue to build and students participating in these efforts concurrently develop a range of skills and competence.

* Implementation dependent on resource allocation.



PROPOSAL

The Learning Center

Overview: By integrating the services of the Tutorial and Advising Office of College I and College II, the proposed Learning Center will be able to offer a coordinated program of academic advising and skills development to new students entering the proposed College of Liberal Arts.

Needs Statement: The experience of Tutoring and Advising Offices in both Colleges demonstrates that many entering students lack the learning skills and study habits needed to meet high academic standards. Specifically, many students enter the colleges without the ability to:

- A. (1) set realistic educational goals;
(2) adjust to conflicting demands from school, job and family;
(3) schedule appropriate courses;
(4) manage time effectively;
(5) approach educational tasks with confidence;
- B. (1) read, write and take notes effectively;
(2) analyze and synthesize complex course material;
(3) employ the tools of critical thinking and logic;
(4) plan to carry out course assignments.

Although academic support staffs of College I and II have worked very effectively with individuals and small groups, they have provided services without the necessary diagnostic processes, without sufficient resources and without the systematic organization that would allow them to reach the University goals to meet the needs of the metropolitan student.

Objective: By pooling the talents of support service personnel in both colleges, by systemizing the programs that have developed separately, and by applying previously frozen resources to new diagnostic and remedial programs, the Learning Center will develop an integrated program in academic advising and academic skills development that will both diagnose and solve academic problems before students move into advanced classes.

Procedures: Academic Advising and Support Services Personnel from both colleges will work to:

- A. Prepare and administer cooperatively a diagnostic process for all students entering the College of Liberal Arts;
 - (1) A Survey of Study Habits and Attitudes;
 - (2) A Survey of Language Skills
 - (3) A Survey of Quantitative Skills
- B. On the basis of the results of the Survey of Language Skills, The Learning Center will;



- (1) Conduct non-credit courses, support classes in credited courses and workshops in specific academic skills;
- (2) Consult with faculty in developing credit courses which integrate skills learning with academic content.
- (3) Select, train and assign tutors in all of the important content areas;
- (4) Provide professional consultation for skills deficient students;
- (5) Develop curriculum with all aspects of their academic work.

C. On the basis of the results of the Survey of Study Habits and Attitudes, the Learning Center will;

- (1) Conduct individual and group counseling sessions on the problems of academic study;
- (2) Help students develop appropriate class schedules;
- (3) Help students adjust conflicting demands in their lives;
- (4) Help students enroll in appropriate skills development activities.

If the goal of the Learning Center is to increase the probability of scholastic survival of freshmen, academic and personal counseling will have to be an integral part of the work of the Center. Academic counselors will help direct the following ongoing function

- A. Plan and direct freshmen-orientation registration.
- B. Since our aim is to focus on the first year of a student's college career, academic counselors will work very closely with the freshmen students in order to be able to help them to identify academic problems as they appear and to plan appropriate corrective measures immediately.
- C. Academic counseling will help freshmen develop more efficient and effective study habits through improved organization of their study activities.
- D. Academic counselors will also advise freshmen on developing self-direction through meaningful and realistic academic goals.

Resources Needed: In order to carry out the plan to integrate the services of both colleges and move toward an adequate system of advising and skills support, the Learning Center must have the following resources:

- A. Basic Skills and Tutorial Staff: Currently there are five full-time professional staff doing basic skills and tutorial work in College I and College II. However two of them do not hold permanent positions. (John Clarke is currently on an 0-3 status and Suzy Q. Groden is being paid from fractionalized faculty lines). In order

to meet at least minimum staff needs we would require the retention of all current staff; the two non permanent staff positions would therefore have to become permanent 01 positions. Such an arrangement, however, would barely meet the minimal staff requirements; at least one more full time skills specialist is required if the programs outlined above are to be fully implemented.

B. Academic Advising Staff: At the present time there are two staff members in Colleges I and II whose primary responsibility is to do academic counseling. Given a student population of over 6,000 their services are crisis-oriented and organized on a hit or miss basis. If we are asking for academic counselors to work on a preventative basis, the college of liberal arts will have to be reassigned not only the temporarily vacant position of Henrietta Ball, and the vacant position of the academic counselor in College I, but also at least one more position for a staff member who is trained in psychological counseling (perhaps a staff member of the counseling center). These are minimum requirements if academic counselors are to continue their present function as well as to take on new ones for the Learning Center...

Summary of Needs:

A. Professional Staff:

<u>Needs</u>	<u>Positions</u>	<u>Staff On Hand During FY 75</u>	<u>0-1 Positions Requested</u>
1	Intake Counselor	1	0
1	Coordinator of Tutors	1	0
4	Academic Skills Specialists	1 (however, two others currently hold temporary positions; see A above)	3
4	Academic Advisors	2	2
1*	Psychological Counselor*	0	1*
Total:	11	5	6

NOTE: The above does not take into account the function or the positions currently held by the Associate Deans of College I or College II. One of these positions is a full time 0-1 position assigned to College I, and another is a half time position donated to College I by the Institute for Learning and Teaching.

* Psychological Counselor could be a staff member of the Counseling Center located in the Counseling Center.

B. Non Professional Staff

<u>Needs</u>	<u>Positions</u>	<u>Staff On Hand During FY 75</u>
1	Secretary of Advising	1
1	Secretary of Basic Skills and Tutorial	1
Total:	2	2

- C. Student Tutor 03 Funds (\$47,000 minimum; same as FY 1975)
- D. Funds for Curriculum Development and Consulting (\$5,000)
- F. Funds for Advising (hiring student help and holding orientation, receptions, etc.) (\$18,000; same as FY 1975)

Learning Center

The creation of a Learning Center at the University of Massachusetts, Boston, would be an attempt to develop a more coherent and effective approach to the delivery of academic support to university students than currently exists. The Center would incorporate all the elements of the present College I and College II Tutorial and Basic Skills programs and some of the present functions of the Dean's Office Advising Department, with a more coherent and comprehensive programmatic approach. In effect, it would provide an active outreach effort which would attempt to identify skills deficient entering students and channel them into programs in the Learning Center designed to meet their skills needs.

The Center would focus on entering freshmen, and would provide them with an active academic support followup throughout the entire freshmen year. The Center would provide students with a variety of academic support service options designed to meet the diversity of their learning skills problems. For example, some students with minor skills deficiencies might require only short term review of the basic study skills which could be met by a short term skills workshop in reading, writing, or study skills. On the other hand, some students might require intensive long term skills preparation which could be met by regularly scheduled adjunct courses supported by one-to-one tutoring. Individual and group tutoring would be offered by our trained student tutors in introductory level courses in all major academic disciplines. The Center would also provide academic advising in the areas of motivation and time planning.

Close liaison with other support programs and university agencies such as the Counseling Center, Special Admissions, Center for Alternatives and the like would help to ensure overall support for the students.

II. Essential Characteristics of The Learning Center

The following is a brief description of the essential features of the Learning Center which significantly distinguish it from the current Tutoring and Academic Support Services of College I and College II:

1. The Learning Center's philosophy would be founded on preventive rather than crisis oriented skills delivery. Our current service usually sees students only after they have experienced academic difficulties or failure.
2. The preventive approach would be initiated by early detection of skills deficiencies through the Learning Self Assessment Diagnostic Skills Survey administered to all entering freshmen; and subsequently students would be enrolled in skills courses, workshops, and tutorials designed to meet their skills needs. The purpose of the Diagnostic is to provide an effective outreach tool for the Learning Center programs, as well as providing students with an accurate assessment of their skills needs. The Diagnostic would assess both the cognitive and affective needs of incoming students who would then be pointed in the direction of support programs designed to meet their needs. Enrollment in support service programs would be facilitated by careful advising at the time of freshmen pre-registration, through which skills deficient students would construct an academic program for themselves which would provide them with an adequate balance of regular course work and academic support.

3. The Learning Center would promote the establishment of developmental skills programs. Our experience has shown that many entering students lack not only communication skills and study skills, but even more critically, the essential skills of conceptualization, analysis, interpretation, synthesis and evaluation. Developmental skills programs such as the Learning to Learn course and the Skills Adjunct courses (see course description) would attempt to remedy such problems.

4. Closely related to the above objective would be the development of new curriculum and skills delivery techniques which could extend outside of the Learning Center and be available to the university community. In this regard, the Learning Center would encourage faculty to participate in basic skills delivery by establishing a close liaison between the academic departments and the Learning Center. Team taught courses by faculty members and skills specialists involving regular credited courses might be a possible outcome of this type of relationship.

5. If the goal of the Learning Center is to increase the probability of scholastic survival of freshmen, academic and personal counseling would have to be an integral part of the work of the center. Academic counselors would help direct the following ongoing functions:

A. Plan and direct freshmen-orientation registration as well as counsel students about scheduling their first two semesters in view of the results of the diagnostic tests.

B. Since our aim is to focus on the first year of a student's college career, academic counselors would work very closely with the freshmen students in order to be able to help them to identify academic problems as they appear and to plan appropriate corrective measures immediately.

- C. A member of the counseling center would be available for counseling.
 - D. Academic counseling would help freshmen develop more efficient and effective study habits through improved organization of their study activities.
 - E. Academic counselors would also advise freshmen on developing self-direction through meaningful and realistic academic goals.
6. One of the central features of the Learning Center would be resource area containing programmed self-paced skills programs developed by Learning Center Staff, learning material from outside sources and other appropriate instructional hardware. Lesson plans of successful skills courses are currently being compiled for this purpose.
 7. The Learning Center would upgrade the quality of student to student tutoring through improved tutor training and supervision. A systematic training process would be established as well as a more effective accountability system for student tutors.
 8. The Learning Center would continually strive to upgrade the quality of its services through program evaluation. Data gathering for the purpose of evaluation and accountability would be built into the Learning Center's administration structure.

III. Learning Center Programs

The following programs are all currently being planned to commence in the Fall Semester:

1. Academic Programs

- a) Social Science Skills Adjunct courses: These Adjunct courses will be offered in conjunction with several regular History, Psychology, Anthropology, and Politics courses. They will meet one hour per week and provide the student with help in reading, writing, and study skills which will prepare him to successfully complete his regular History or Politics course. They will be planned jointly by a skills specialist and course instructor. During each week of the semester, students with skills deficiency will attend classes and meet individually with the course tutor. By the end of the semester, students in the adjunct program gain specific training in the skills of academic study and the opportunity to apply those skills to the specific course content of the credit course to which the adjunct is attached.
- b) Course in Learning to Learn: This course will cover the skills of learning and thinking that are required for success in all academic courses. Students will concentrate on specific exercises that will allow them to develop concepts, define terms, select facts and interpret meaningful data. These exercises will be applied to skill techniques in reading, writing, notetaking and exam preparation. This non-credit course will meet once weekly all semester.
- c) Courses Integrating Basic Skills Work with Regular Curriculum
 - 1) History 107, Ideas and Morality in the West, 500 BC - 1700 AD
This is an introductory level history course which is being planned and will be team taught by the regular instructor and a skills specialist. It will be designed as a thorough interpretation of materials and exercises which aim to support and develop improved reading, writing and interpretive skills, with the regular course syllabus.
- d) Reading Workshop: This three week workshop will cover the essential techniques for successful college level reading. It will attempt to increase students' comprehension skills, analytical reading skills.
- e) Writing Workshop: Each workshop is a self-contained session covering essential elements of good writing. It will offer students the opportunity to improve their skills in the following areas: spelling, punctuation, basic sentence structure, writing coherent paragraphs, finding a topic, pre-planning papers, establishing a thesis, writing about reading. Students may take one or all of them as needed.

f) Individual Tutorial in Basic Skills:

- 1) Reading specialists: Students can obtain one-to-one assistance in writing from one of our Writing Specialists if they are having difficulties in areas such as: sentence structure, paragraphs, organizing papers, basic research, spelling etc.
- 3) Study Skills Specialists: Students can obtain one-to-one assistance if they are experiencing any of the following types of study problems: note-taking, knowing what to listen for in lectures, scheduling study time, exam preparation etc.

2. Academic Workshops and other Programs

- a) Study Skills Workshop for Women Returning to School: This course is specifically designed to meet the academic needs of women who have been away from school and are now returning to continue their education.
- b) Third World Tutorial Program: This department in conjunction with IMANI, the UM/B black student organization, will offer tutorial assistance in most introductory level courses in Math, Chemistry, Biology, Spanish, French, writing and study skills. The purpose of this program is not to set up a segregated service for minority students, but rather to provide an alternative way in which minority students can obtain tutorial assistance from minority tutors if they so wish. Bilingual tutors will also be available through the cooperation of the Hispanic organizations and Asian Society.
- c) Math, Chemistry, and Biology Workshops: The Tutoring Office will offer on-going workshops for students enrolled in introductory level Chemistry and Biology courses and in Math 110 and Math 130. Please check with the Tutoring Office at the start of the Fall semester for time and location.

3. Tutorial Offerings by Student Tutors:

Student tutors are available to work with students on an individual and small group basis in the following areas:

English: 100, 101, 102	Italian: Elementary and Intermediate
Biology: Introductory courses for science majors and non-science majors	Latin: Elementary and Intermediate
Chemistry: 101, 103, 153	Physics: 107, 113
Chinese: Elementary and Intermediate	Portuguese: Elementary and Intermediate
Economics: 100, 155	Russian: Elementary and Intermediate
French: Elementary and Intermediate	Spanish: Elementary and Intermediate
German: Elementary and Intermediate	Mathematics: 110, 120, 125, 126, 130, 135, 137, 140

4. Programs Dealing with Self-Direction and Personal Growth

a) Workshop in Decision Making and Time Management:

This four week workshop will meet once a week to allow for a discussion of problems that students may encounter in meeting course deadlines, decision making, and arranging their time. Students will learn specific techniques of time management and dealing with student life.

b) - Workshop on Problems of Academic Direction:

This four week workshop will meet once a week to discuss the kinds of issues that often prevent students from being successful in their courses such as stress, poor motivation, self image and the like. Emphasis will be placed on developing techniques and attitudes which may help students in dealing with these problems.

IV. Description of The Learning Center's Undergraduate Student Tutors

Tutors would generally be upper classmen recruited on the basis of demonstrated academic competence and their ability to deal sensitively with the academic difficulties of university students. The names of prospective tutors would be obtained from faculty members. Each candidate for a tutorial position would be obtained from faculty members. Each candidate for a tutorial position would be carefully interviewed by the Learning Center staff, and would be required to obtain two positive recommendations from members of the faculty in the discipline they would be tutoring in. In many cases candidates would be jointly interviewed by the tutorial staff and faculty members.

Tutors would be trained and supervised by the Learning Center staff. The staff would conduct training sessions at the beginning of the semester to introduce new tutors to some of the methods and materials which have been found useful in the past. Follow-up training sessions would be conducted periodically throughout the semester. The staff would maintain weekly contact with the tutors to get a sense of how they are progressing with their tutorials, and to offer assistance in dealing with any tutorial

related problems they may be having. Tutors would be paid \$3.00 per hour. Rather than receiving a fixed salary they would be paid on the basis of the number of hours they work. In this way, tutors would be able to fit their work into their own class schedules.

V. Physical Structure and Location of the Learning Center

A concern for coherence is reflected not only in purpose but also in the physical lay out of the Learning Center. It would group all present Academic Support staff together in a single unit with sufficient resources readily available to accomplish its purpose.

The area of the current Dean's Office of College II would be an ideal site for the Learning Center because of its proximity to the students, classrooms, tutoring rooms, audio visual center, and student lounge area.

D. ANNUAL REPORT, CENTER FOR LEGAL SERVICES
1975-1976

ANNUAL REPORT

CENTER FOR LEGAL EDUCATION SERVICES

1975 - 1976

October 1976

INTRODUCTION

The Law Center of the College of Public and Community Service graduated its first real class in May of this year (one law student graduated in May of 1975). Since so many people outside of the College were helpful, indeed essential, in making the year a success, and since a number of our friends know only bits and peices of our activity, we thought it useful to compile and distribute this summary of our year's work.

PURPOSE OF THE CENTER

The purpose of the Law Center is to improve the quality and decrease the cost of legal services. Our primary focus is the preparation of law workers for a wide variety of law jobs, mainly, though not exclusively - in publicly supported institutions. In addition to education and training we are concerned with the development of career lines for law workers. As a result, we are involved in encouraging the most economic and effective development of law workers and other law professionals, including the invention of new organizations to provide legal services primarily through law workers.

CURRICULUM

Most of the students in the Law Center are using their legal education as part of their work toward a University of Massachusetts Bachelor's Degree; a few of them are here only for the law work. In either case, on satisfactory completion of their law study they receive a Law Worker Certificate. Last year we had approximately 90 students in the Law Center. The courses are offered twice, once in the morning, once at night, and we assume that a student devoting full time to the effort could complete the program in one school year or less. To graduate, a student has to demonstrate competency in 12 areas. (A chart showing these competencies appears on the next page.) The student may learn the skills and knowledge for these competencies in our courses, or on the job, in a volunteer placement, or on his/her own. The student need only demonstrate this competency to proceed toward the Law Certificate.

Measurement of competence, of course, is illusive, and to help us we have called on law professionals outside the College to evaluate each effort by the students to demonstrate their competence. A list of the last

CENTER FOR LEGAL EDUCATION SERVICES
LAW WORKER CERTIFICATE

LEGAL INSTITUTIONS		THE LAW	INTERPERSONAL SKILLS	LAW & VALUES	STRATEGY
<u>All Required</u> Administrative Agencies Judiciary Delivery of Legal Services		<u>All Required</u> Legal Reasoning Legal Research *Substantive Law	<u>All Required</u> Administrative Advocacy Negotiation	<u>Must do One</u> Evaluation & Implementation Ethics of Role Values Within the Law	<u>All Required</u> Legal Strategy
		ELECTIVE COMPETENCIES *Substantive Law		Any of the Law & Values listed above, not used as a requirement	Invent a law Comp: to be approved by law faculty
		<u>MUST CHOOSE TWO ELECTIVES</u>			

NOTE: Students must complete the 10 required competencies above the dark line and 2 elective competencies from below the line.

* Students are required to complete one competency in substantive law and may also choose one or two different areas of substantive law to complete the elective portion of the certificate.

** students are required to complete one law and values comp and may choose to use different law & values comps to complete the elective portion of the certificate.

academic year's outside evaluators (which we designate our Board of Standards) appears at page 6 .

An assumption of the program is the interdependence of doing a job well and understanding the institutional/personal situation in which it is done. By operating a career training program in a liberal arts college we try for the best of both worlds. Thus while a course on Negotiation will of course emphasize techniques of persuasion and the use of power, it will also focus on the ethical questions implicit in the use of that power relationship, and the student's potential conflict of responsibilities to client, opponent and self. Our presence in a liberal arts college supports this integration of liberal and professional study. For example, an economist on the College (but not the Law Center) staff is preparing an introductory course in economics using problems (e.g. consumer fraud) encountered by our students in their law courses and their work.

An emphasis found in much of our program is the meaning for the student of entering a new field which is new, occasionally controversial, and potentially of great importance for the provision of legal services. The significance of this is manifold. We stress, for example, the problems of client confidence, the questions of unauthorized practice, the obligations of high quality work, and most of all the obligation to realize the potential of the Law Worker movement to expand the availability of legal services and to act in ways that will enhance that expansion.

THE COMMUNITY ADVOCATES LAW OFFICE

Certainly the most important step in the development of our teaching last year was the advent and growth of our own Law Office. Opening in November of 1975, the Office serves Legal Services-eligible clients who had consumer problems. The purpose of the Office is to provide a training site for our students while providing high-quality service to clients. We have been able to prevent these two goals from interfering with each other by keeping a very tight control on the case load, almost all of which as been on referral from Greater Boston Legal Services. (It should be noted our efforts to start the Office were aided immeasurably by Assistant Attorney General Rick Gross.)

The scale of the Office's operations is suggested by these numbers:

1. Three attorney members of the Law Center faculty (Linda Moskowitz, Phyllis Freeman, and Brad Honoroff) practiced law in the Office, each devoting one-third of his/her teaching time to that task.
2. The lawyers supervised 6 students in the fall of 1975 and in the spring 12 students, each of whom worked on cases (on a volunteer basis) at least 15-20 hours per week in the Office.

3. The Office handled through the course of the year 77 cases. The students worked on every facet of cases, with their responsibility growing over the year with their experience. Not surprisingly, the time needed for faculty supervision was substantial in order to insure high quality training for the students an proper presentation for the clients.

The Office benefitted continuously from its relationship with Greater Boston Legal Services and others in the Boston law world. GBLS, for example, made a one year loan to the Office of a full law library. An when that loan was returned, the Law Center was the beneficiary of a large gift of books from the Law Library at Northeastern University, thanks to its Librarian Raj Walia and his assistant Charles Field. The Law Center Library has also benefitted from the substantial support of the Law and Justice Program, an NEH supported program at the Columbia Point Campus of the University of Massachusetts/Boston, and from the Office of the Chancellor of the Boston Campus, Carlo Golino.

The Office this fall will undergo several changes. Linda Moskowitz has resigned from the faculty, and Daisy Janey has joined us. Ms. Janey is a graduate of the Law Center's program, and was formally a Law Worker at the Prisoner's Rights Project. Before that she was Special Assistant to the Commissioner of Mental Health and was Affirmative Action Officer for that Department. Ms. Janey will take on the responsibility for directing the day to day activities of the Law Office, as well as supervising students. The idea of the Office being run by a Law Worker is of course consistent with our general view concerning appropriate roles for Law Workers, and is an example of our aspiration to be a demonstration center in this area.

In addition to Ms. Janey we will be joined part time by Adjunct Clinical Professor of Law, Stephen Subrin. Mr. Subrin is Professor of Law at Northeastern Law School, where he teaches Civil Procedure, Evidence, and Civil Advocacy, and for 10 years was a partner in the Boston firm of Burns and Levinson, specializing in litigation. Professor Subrin will work primarily with the Law Office on developing effective supervision and case handling techniques.

In addition to consumer matter, the Office this fall will handle cases involving utilities matters. The expansion is needed because consumer cases gave our students no opportunities to argue cases in administrative settings; the utilities cases will do that.

JOB PLACEMENT

On the basis of our own (less than dispassionate) observations, and those of many of the outside evaluators, our students have been receiving a good legal education. The major test, however, is in actual employment.

What is the record of our graduates? At this point, of course, one can speak only of their ability to obtain jobs. How well they do on the job remains to be seen. In getting jobs, however, our students are doing rather well. Some of the jobs obtained by students in the last three months are as follows:

1. Attorney General's Office, Civil Rights Division,
one student as citizen's complaints coordinator
2. Attorney General's Office, Consumer Affairs Division
two students as law workers.
3. Private law firm, one student as law worker.
4. Private Record Checking Company,
one student as investigator
5. State Program for troubled adolescents coming through the courts,
one student as case worker.
6. Intake Worker, Welfare Department
7. Mediator for Bureau of Special Education Appeals.

An of course a number of our students already had jobs of a law worker nature when they came to our program.

For next Spring our job placement picture will be a bit different thanks to some plans made during this past Spring. The New Careers Program, of ABCD, is sponsoring 12 unemployed Boston residents who entered the Law Program this fall with job placements guaranteed when they complete the training in the Spring. Six of them will work at Greater Boston Legal Services, six as patient advocates for the Department of Mental Health.

Law School is the goal of a few of our students, and this fall two of our graduates went to Antioch Law School.

SPEAKERS

One area in which we put less energy last year than we should is the sponsorship of speakers. While a number of guests appeared in our classes, we held only one open lecture. And that was so successful as to underline our need to do it more often. In February, Judge James Dolan of the Dorchester District Court described for a college and community audience his views on the need for mandatory minimum sentencing. The speech and discussion afterward reverberated in classes and the hallways for weeks afterward.

ASPIRATIONS

The Law Center has a number of yet unmet goals, each of which of course, involve new money. A sampling of the major ones include:

1. We need a Career Developer. This person would work with employers, public and private, of law workers, to develop career ladders for them. At present many law workers tend to have satisfying jobs for 1-2 years. At that point they bump against ceilings of salary and responsibility, producing high and expensive turnover and low morale. There is nothing inevitable about this, and there are clues from the experience of legal institutions elsewhere suggesting solutions to this problem. The Career Developer would expand on these leads, working with public agencies and law firms to alter their promotion and reward management.
2. A proposal to the Legal Services Corporation, sponsored jointly by the Law Center, the Department of Mental Health, and the Mass Law Reform Institute, would organize a Center for Institutional Advocacy. The Center would identify, hire, train and supervise and support teams of law workers who would be based in various institutions where legal services are inadequate or non-existent. These institutions would include mental hospitals, public housing projects, prisons, nursing homes, and others. The law workers would provide a wide range of legal services, and the Center would provide referrals out on cases the law workers could not handle.
3. The Law Center and the Center for Social and Evaluation Research of the University of Massachusetts/Boston have submitted a proposal to the National Science Foundation to fund research into various ways of employing law workers, using our Law Office and offices of GBLS as experimental sites. No systematic work has ever been done on the kinds of teaming, supervision, and hierarchical possibilities possible in law offices.
4. There is a manifest need for short term education in law. The Law Center intends to make available (and many groups have expressed interest in programs running from one Saturday to a semester's work in various aspects of law. This might include the training of hearing officers at various state agencies, the education of elderly paralegals, the training of community negotiators, and education of parent groups as advocates.

LAW CENTER ADVISORY COMMITTEE

CHARLES BARON, Executive Director, Resource Center for Consumer of Legal Services

GARY BELLOW, Professor of Law, Harvard Law School

JOHN CALHOUN, Commissioner of Youth Services

HONORABLE JOHN CRATSLEY, Special Justice, Roxbury District Court

HONORABLE JAMES DOLAN, Special Justice, Dorchester District Court

RICHARD GROSS, Assistant Attorney General

WILLIAM MCNALLY, Executive Director, Greater Boston Legal Services

ESTHER MOSAK, Paralegal, Greater Boston Legal Services

ALAN RADER, Executive Director, Cambridge/Somerville Legal Services

ALLAN RODGERS, Director, Massachusetts Law Reform Institute

ROBERT SABLE, National Consumer Law Center

WILLIAM STATSKY, Professor of Law, Antioch Law School

STEPHEN SUBRIN, Professor of Law, Northeastern Law School

LAWRENCE FOSTER, Director, Law and Justice Program - U/Mass. at Boston

REPRESENTATIVE MELVIN KING, Massachusetts Legislature

MICHAEL TRACY, Esquire, Gaston Snow and Ely Bartlett

CENTER FOR LEGAL EDUCATION SERVICES

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MARK WEISS, Staff Attorney, Southwest Corridor Coalition

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HOLLIS YOUNG, Staff Attorney, Boston Legal Assistance Project

E. GRADUATE EDUCATION AT THE UNIVERSITY OF
MASSACHUSETTS AT BOSTON: GUIDELINES FOR
DEVELOPMENT, APRIL 1976 (AS AMENDED
OCTOBER 1976)

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GRADUATE EDUCATION
AT THE
UNIVERSITY OF MASSACHUSETTS
AT
BOSTON

Guidelines for Development

Prepared by the Graduate Education Master Plan
Committee and approved by the Graduate Council
and the University Assembly.

(recommendations were emended by the University
Assembly October 7, and October 21, 1976).

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Membership of the Graduate Council
1975-76

Kent Chabotar, Assoc. Professor-IV
James Cyr, Student, Physics
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April 7, 1976

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Appendix

NOTE

The Committee, jointly called into being by the Graduate Council and the Chancellor, has sought to prepare an organizational and substantive framework within which UMass/Boston can address effectively the Trustee-set priority for the "gradual development of selected graduate programs" in the next five years. It has not been our task or intention to prescribe specific programs, but to propose a general organizational structure, a general schedule of development, and a selected set of major substantive directions which we believe should guide the campus and University authorities in necessary decisions about graduate programs through academic year 1980-81. We urge the expeditious consideration of our recommendations and their earliest adoption, convinced that it is now of great importance for UMass/Boston to move decisively towards the creation of a graduate dimension worthy of the University's mission and opportunity here.

OVERVIEW

It is a critical need of the Commonwealth to insure that its public University campus in Boston will offer access to undergraduate and graduate education of university quality for residents who cannot secure such opportunity in the private institutions, or other public colleges, of Eastern Massachusetts.

To meet this need, the existing undergraduate program at the University of Massachusetts at Boston should be further strengthened and diversified. It should be amplified through offerings in the evenings and reinforced by more adequate support of tutorial and other student services.

In addition, for UMass/Boston to respond to the need for true university-level public education in this major urban area, it is essential for the campus to provide graduate study opportunities to those it serves. At present, UMass/Boston has almost no resources for graduate education, and as a result has only a handful of Master's level degree programs (Biology, Chemistry, English, History, Mathematics) with a total of less than 100 students. Those students who complete their undergraduate study at UMass/Boston find little graduate opportunity at their own campus, and the same is true of other Commonwealth residents whose career and life development depends on the availability of university-level graduate training at a public institution in the Boston area.

Graduate education of high quality is a basic requirement if UMass/Boston is to achieve genuine university-level quality as an institution. The imminent presence of the John F. Kennedy Memorial Library on this campus strengthens the opportunity for a university environment here that includes advanced scholarship and graduate training.

Recognizing this need, the Trustees of the University of Massachusetts have set the selective, gradual development of graduate programs as a priority of UMass/Boston. New graduate programs at UMass/Boston should deliberately be designed in significant part to serve clienteles (women, the poor, people in mid-career, minorities) who are not adequately served at present. Programs should be in fields where future job opportunities appear strong, should be innovative in structure and convenience of access to students, and not duplicate other low-cost high-quality programs in the area.

New programs begun in the next five years should be multi-disciplinary, and with emphasis on applications of research and training as well as on the discovery of new knowledge. It is contemplated that these programs should be grouped in the following clusters: public policy and organizational management; environment-society interaction and resource development; social and evaluation research; human services and health delivery systems; language and communications; and intergroup relations and ethnicity. It is expected that these clusters should build upon present resources in Arts and Sciences, in the College of Community and Public Service, and in the College of Professional Studies.

By 1981, it is expected that such programs may have an FTE enrollment of 500 graduate students. Development to this modest but significant level should be phased carefully over each of the next five years.

The most crucial year in terms of achieving this development is FY 1977. During next year it is essential to strengthen the five existing programs, staff a small but strong Graduate School, and have the faculty resources to design the specific, select new programs that will be begun in the years thereafter.

Subsequent years should entail a steady year-by-year growth of budget requirements to a level of approximately \$997,500 in FY 1981.

A serious further requirement for insuring university-level quality at UMass/Boston is to bring library holdings in books and periodicals into line with adequate standards. At present the campus has a fine library facility, but its holdings need to be greatly strengthened. Budgets in the next five years should include significant support for step-by-step increases in the book holdings of the library.

I.

BACKGROUND AND NEED

At its meeting on August 6, 1975, the Board of Trustees of the University of Massachusetts adopted three priorities for the Boston campus. One of these called for "gradual development of selected graduate programs" This action, together with the series of earlier recommendations by the Graduate Council and the New Directions Committee, the actions of the Senate and the Assembly, the strong encouragement of the Chancellor and the President of the University, the opportunity presented by the location of the Kennedy Library here rather than at Harvard, and the clear possibility that the State Archives may be housed on this campus, makes it essential for us to give increased attention to graduate programs, and to prepare a sound framework for graduate development in the next five years.

History of Graduate Education at this Campus.

From the time the University of Massachusetts/Boston opened in 1965, the offering of graduate education was assumed to be one of its functions and responsibilities as a university. The Willis-Harrington Commission, reviewing in 1965 the differing functions of public educational institutions in the Commonwealth, designated the University of Massachusetts as having primary responsibility for graduate programs. In recruiting faculty for the University of Massachusetts at Boston, search was made for the best possible candidates, those with a commitment to university teaching and to scholarly and creative endeavors.

At the outset, then, the issue was not whether or not there would be graduate programs at UMass/Boston. The question was when we would have the

faculty, the library, the research facilities to offer graduate education of high quality. Our primary commitment, the first order of business, was to develop a strong undergraduate program. Opening in September, 1965, with a freshman class of some 1200 students, and having had a lead time of only a few months, we saw that our energies had to be devoted almost exclusively to the undergraduate program. Classroom facilities and planning of academic programs had to be provided for. With undergraduate majors in the various departments being developed, and the expansion of course offerings for undergraduates as the first order of business, it was imperative in those first few years to concentrate on the undergraduate program. From 1965 to 1969, library holdings were steadily increased, but they were barely adequate for an undergraduate program. They fell far short of the needs of strong Master's level programs in most fields. These were some of the reasons why it would have been premature and inappropriate to introduce graduate work in the first years of the university.

By 1969 the situation was different. The undergraduate program was well enough established at least to make planning for graduate work a priority. Hence the Senate created the Graduate Council, to establish standards, and to invite and review program proposals from the various departments.

The Graduate Council has emphasized in its statements since 1969 the importance of developing graduate work here. Its June, 1971, report emphasized the need to attract scholar-teachers to the faculty, men and women committed both to the dissemination of knowledge through teaching and to the discovery of new knowledge through study and research. It declared that "teaching and research are inseparable, indeed are complementary aspects of the same process of higher education and the search for new knowledge," and held that in a university devoted to such teaching and research, graduate students and graduate programs have an important place.

In its March, 1974, report the Graduate Council made important recommendations for criteria in the development of graduate studies, later included in the New Directions Report. These criteria stressed that any department proposing to develop a graduate program should have demonstrated clearly its primary commitment to undergraduate teaching; that new programs should meet "a social need appropriate to the educational and other objectives of that program (as for example, public service, career development, intellectual growth)." It also suggested that occupational or career opportunities should be considered in establishing any new programs, and that inter-disciplinary or non-traditional Master's and Ph.D. programs might be more appropriate than traditional Ph.D. programs in the Arts and Sciences.

The New Directions Committee incorporated the Graduate Council criteria in its Report, together with proposals for phasing the development of graduate programs. The three phases approved a graduate enrollment increasing from 5% of total enrollment in the fall of 1975 to 10% by the fall of 1981. Since the present total enrollment (1975-76) in five programs is approximately 45 FTE students, less than 1%, a very substantial increase in graduate enrollment in the next five years would still be well within the limits recommended by the New Directions Report.

The Value of New Graduate Programs.

It is the view of this Committee that challenging graduate programs, emphasizing multi-disciplinary programs, would contribute to the good of the people of the Commonwealth and to the intellectual vitality of the entire University. Graduate students would benefit by their presence in a stimulating intellectual community. The faculty would have a greater sense of fulfillment as teachers and scholars if engaged in graduate teaching as well as undergraduate teaching in their disciplines. Undergraduates, as well, would profit directly

by the presence of graduate students and graduate programs on the campus.

These arguments have been made by our Graduate Council in its reports to the Assembly. Recently they were stated forcefully by Professor Arthur Schlesinger, Jr., writing in The New York Times. Professor Schlesinger argued that a good graduate school, like that of the City University of New York, encourages high academic and intellectual standards, provides the best way of recruiting and holding a distinguished faculty, and, through enhancing the reputation of a university, helps to attract "bright and able students in the undergraduate components of the university." He further stressed the importance of the CUNY Graduate Center to "the women, the poor, the black and the ethnic undergraduates in the City system."

Schlesinger's arguments do not address the question of what kinds of graduate education best meet the needs of the present. But the final report of the National Board on Graduate Education, Outlook and Opportunities for Graduate Education (1976), does address the question, and offers challenging suggestions that are in line with the thinking of this Committee.

While the report projects a steady decline in the next five years of employment opportunities for traditional Ph.D.'s, it urges the need for innovation and for non-traditional graduate programs, and recommends that "many of the newer universities should be at the forefront in creating new programs to serve new clienteles."

It sees "increased enrollment demand by non-traditional graduate students, e.g., older students, part-time students, women returning after child-rearing, and non-degree students." We believe that the major directions of graduate education recommended for UMass/Boston later in this report would have value for such non-traditional students, and for traditional students as well.

The Need for Graduate Programs at UMass/Boston.

For ten years we have been offering high quality undergraduate education to students largely from middle- and lower-income families, and from ethnic minorities. Many of these commuting students would not have been financially able to attend a university had UMass/Boston not been established. While we continue to develop and strengthen undergraduate programs, we must recognize that some of these students, having completed undergraduate work, need to go on to graduate work. Many would do so were there graduate programs here to prepare them for careers in areas where placement possibilities are the strongest, especially programs that allow them to attend part-time. Late afternoon and evening classes, even weekend classes, would offer this opportunity. Our own graduates are one group who could be well served by new and innovative graduate programs at this campus.

There is a need, however, for graduate programs that would reach many others in the greater Boston metropolitan area. Among these are older men and women who are already employed, but who wish to gain further knowledge and skill in order to qualify for more responsible and higher paid positions in the same organization or in others. In addition, those who need the kind of access to graduate education that new programs at UMass/Boston could provide include women who wish to return to the pursuit of careers after starting families, and a wide range of men and women who wish to move on from undergraduate education secured elsewhere to preparation for occupations and to the further development of their lives.

In our consideration of such needs, we have been assisted by many studies, including the June 1974 report, Employment Prospects for the Highly-Educated Over the Next Decade, prepared by Salvatore Schiavo-Campo and Maylin Biggadyke for the New Directions Committee. Our conclusion is that social need exists for the

kinds of new programs of graduate education the Committee suggests for development in the next five years, and that this need can be uniquely served by the University of Massachusetts at Boston.

II.

MAJOR DIRECTIONS IN GRADUATE EDUCATION DEVELOPMENT

It is not the intention of the Committee's report to prescribe or propose detailed plans for graduate education development at the University of Massachusetts at Boston during the next five years. Such definition of actual programs will require the substantive attention of those who are expert in the fields concerned and very substantial consideration in a process involving the interaction of interested faculty, appropriate governance bodies, and University leadership. It is the Committee's purpose only to suggest the main constraints and opportunities that lie before this campus in terms of graduate education in the next five years, and to present recommendations with regard to what the Committee believe are reasonable major directions towards which the development of graduate education here should move.

General Constraints and Opportunities: Final Report of the National Board on Graduate Education

Current constraints and opportunities alike are depicted for American universities in the final report of the National Board on Graduate Education presented in January 1976.* The National Board was created in 1971 through the American Council on Education, the Social Science Research Council, the American Council of Learned Societies, and the National Research Council. Its report must be considered as a most authoritative national statement in the current period on the prospects and problems of graduate education. The National Board's views and recommendations, it seems clear, will be taken seriously by universities of the country, by state coordinating boards and other state officers, and by federal authorities.

In its final report, the National Board noted eight principal trends which it considered indicators that the period of growth of the dominant model of graduate education--i.e., full-time study for the Ph.D. degree by students who have recently received baccalaureate degrees--has ended. In this connection, the report observed that:

The national need for traditional Ph.D. programs in all fields will, of course, continue, but not for the number of programs that currently exist. What will be needed are expanded opportunities for 'non-traditional' forms of graduate education, serving 'non-traditional'

* Copies of the report, Outlook and Opportunities for Graduate Education are available for \$1.25 from the Printing and Publishing Office of the National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

graduate students.

During the next decade, graduate education must make the transition from a system that has tended to follow a single model of advanced education to the increasing diversity required by changing demographic, economic, and social circumstances

We believe that a national goal in graduate education for the next decade should be the accentuation and further development of these differential strengths, not the continuation of the 1960's trends toward a monolithic system modeled on a Harvard or Berkeley pattern

[It] makes little sense for the newer universities to persist in efforts to develop a wide range of traditional doctoral programs. We believe instead that many of the developing universities should be at the forefront in creating graduate programs to serve new clienteles Fully as important as curricular change is the need for attitudinal change on the part of the faculty. As noted earlier, socialization into the norms and values of the disciplines has been an important aspect of doctoral education. The attitudes and values expressed by faculty members can exert an inhibiting influence on doctoral students, particularly if the message conveyed is that nonacademic employment is only for 'second-rate' students. These aspects of the apprenticeship nature of doctoral education must change since the majority of doctoral students in the next ten to fifteen years will not have careers similar to those of their professors.

During the 1960's, many academic departments stopped admitting candidates for the terminal Master's degree . . . [and] we believe this decision should be reconsidered, with more attention given to reinvigorating and redefining the nature and purpose of the Master's degree.

Many of the innovations in graduate education should be attempted initially at the master's level, and thus this degree warrants a resurgence of attention.

These and other observations of the National Board in its final report suggest constraints within which it is now advisable to think about the development of graduate education. These constraints include a press for re-evaluation of established traditional doctoral programs, and a great likelihood that any proposals for new traditional academic doctoral programs or master's programs will find great difficulty in securing either approval or resources.

At the same time, the final report of the National Board emphasizes the kinds of opportunity that exist for developing new graduate programs suited to a new time. Further, the final report emphasizes that it may be more possible for a developing university to respond effectively to the new opportunities of

a new time than it would be for universities with complex graduate programs already in place.

We feel that it would be unrealistic for the University of Massachusetts at Boston to attempt to plan graduate education during the next five years in ways that would ignore the constraints suggested by the National Board of Graduate Education. But we believe, on the other hand, that this campus is in an unusual position to be able to respond creatively to the kinds of opportunities and needs in graduate study that can be identified for the foreseeable future. We believe that it is of the utmost importance for planning during the five-year period before us to be guided realistically by the constraints that face all institutions, and at the same time to be informed by a positive sense that there are important new things this particular institution can do at the graduate level.

The University of Massachusetts at Boston has demonstrated the strong capability of its faculty to provide university-level education to undergraduates representing sectors of the citizenry of the Commonwealth not served by other institutions. We believe the campus can demonstrate such capability at the graduate level as well, and that UMass/Boston has a profound responsibility to develop graduate programs at UMass/Boston which will enable us to provide further educational opportunity to people who would not otherwise be adequately served.

The Relation of the Mission of UMass/Boston to Major Directions of Graduate Education.

The difficulty of articulating the mission of UMass/Boston is well-expressed at the beginning of the New Directions Report of June, 1974. We agree that the mission of the public urban university necessarily is made complex by a responsible commitment to high quality and enlarged access to education. We accept the fact that an equal commitment to them involves a continuing tension not likely to

be found in a community college or in a major research institution. But we believe such tension can be dynamic, challenging us to be creative in developing undergraduate and graduate programs which are responsive both to demand for quality of education and demand for equality of opportunity. The formula is: equal opportunity for high quality education.

At the graduate level, we agree with the New Directions committee's assertion that: "We must find, attract, and serve able students who might otherwise have no chance to pursue higher education." But this is only a beginning. Beyond this, in thinking about the relationship of the mission of UMass/Boston to the development of graduate programs, we must answer a number of questions which are not dealt with in any current policy documents. These questions principally relate to one general issue: what kinds of graduate education will be most appropriate to the explicit or implicit mission of the campus?

The fact that this public urban university seeks to serve, and serve well, two competing ideals of education has made it difficult to answer this question. The explicit statements that now exist therefore tend to be general in nature. And what various people see as implicit in the generally-stated mission tends to vary considerably with their personal views. Inevitably, as our campus attempts to resolve the issue of what kinds of graduate programs will be most appropriate for UMass/Boston in the next five years, we will be tending to establish a definition of mission in operational terms. That, we think, is not only inevitable but highly desirable.

In order to provide a substantive framework which has not heretofore existed, and to enable operational decisions to be made about development of selected new graduate programs, the Committee recommends the following as programmatic base-lines for the five-year period ahead.

Recommendation 1: Any proposal for a new graduate program should be required to describe the way in which it will meet the needs of a clientele not otherwise adequately served.

It appears to the Committee of basic importance that proposals for new programs in the five-year period should particularly address unmet educational needs of women and those from minority groups, of older students, of those in mid-career, and others who may be thought of as new clienteles for post-baccalaureate education. We believe that the needs of more traditional students should be served as well, but we regard it as essential to emphasize our responsibility to provide graduate educational opportunity to kinds of students whose situations do not enable them to conform to traditional patterns of programs. We are convinced that a serious plan for graduate development at this campus also requires a commitment to the detailed demonstration of need for every new program proposed, including attention to job market possibilities for graduates and the kinds of offerings provided by other institutions in this area.

Recommendation 2: Any proposal for a new graduate program should include a clear statement describing how it relates to other graduate programs of the University.

We are convinced that, in the period ahead, it will be essential for the selective development of graduate education at this campus to proceed as an integral part of the graduate education offerings of the University as a whole. We believe it is necessary to view the University of Massachusetts as a single institution, involving separate but potentially collaborative undertakings at the graduate level among its several campuses. Such a view can help maximize the

utility of existing degree-granting authority and the utility of available resources, and will encourage all three campuses to work together more effectively than has been the case in the past. It should not mean the surrender of programmatic supervision or initiative by one campus to another; instead, it should require faculty and administrators on the separate campuses to devise new mechanisms for effective and mutually advantageous cooperation.

Recommendation 3: Proposals should not be encouraged for new degree programs (Master's or Ph.D.) intended to prepare students primarily for College or University teaching careers.

It seems possible to the Committee that ways may be found for the University of Massachusetts at Boston to provide academic Ph.D. and Master's level work for students within the degree-granting authority presently available in other parts of the University.

Recommendation 4: Proposals should be encouraged which carry promise of best use of resources, of providing education at maximum convenience to students, and of enhancing the career development possibilities of students.

It will be essential for proposed new programs to demonstrate, insofar as possible, the degree to which they will be cost-effective, representing carefully managed use of resources required. We believe also that it will be essential for new proposed programs to demonstrate creative concern for making education available most conveniently to students to be served. It is very likely that this will require the planning of new programs to consider afresh the times and places education will be available to students. The committee concludes, for example, that, instead of relying altogether on standard semester and day-schedules, new programs should consider the possible utility of intensive short periods for concentrated group instruction

on weekends, in the summers, in the January term, and at other times. We believe that consideration should also be given by new programs to the possibilities of combining intensive short periods of instruction with individualized learning in the contract mode, comparable to what is done effectively both at certain excellent undergraduate colleges and at such alternative graduate institutions as the Union Graduate School. In addition to reconsidering time-use, the Committee believes that new programs should consider the possibilities that may exist for providing graduate education at other sites than the Harbor Campus, e.g., 100 Arlington Street or other locations without additional overhead expense.

Recommendation 5: Multi-disciplinary approaches to new needed programs shall be encouraged.

It is the Committee's conclusion that, in responding to the Trustees' statement of a priority for "gradual development of selected graduate programs," this campus should seek to define a very limited number of areas appropriate to the general mission of UM/Boston as a public urban university, to the needs of the students we aim to serve, and to resources particular to our situation. These areas, we believe, should reflect important societal needs which call variously for study through the disciplines, pure and applied research, and professional education. By definition, such needs are characteristically not susceptible to adequate treatment by a single discipline. Because they are important and complex, they are characteristically many-sided, inviting approach from many different directions. Because they are not amenable to adequate treatment by a single discipline, it is not advisable to locate their study in a single department. Instead,

they provide a rich opportunity for multi-disciplinary approach and for an integration of intellectual and experiential learning.

It is the Committee's judgment that the identification of a small number of special areas of this kind, with programs centered within them, offers UMass/Boston the greatest opportunity for achieving quality and impact in graduate education during the next five years. The choice of this route carries with it the possibility of retaining where desired the award of graduate degrees in specific disciplines, while at the same time necessitating the conception of curriculum in new forms, accommodated to the requirements of a complex societal focus. It seems likely to us that the emergence of several multi-disciplinary areas, with selected relevant programs within them, would invite for interested faculty a healthy interfusion of theoretical, methodological, and applied capabilities. It seems to us further that the emergence of such centers, directly related to major needs of the society, would call for a warranted allocation of public resources, widely understandable in the Commonwealth, and would provide many tangible opportunities for various student clienteles to enlarge their career and life opportunities through post-baccalaureate education.

Of the many identifiable major areas of pressing social concern, we believe that the following would provide a reasonable and useful focus for multi-disciplinary graduate development at this campus during the next five years. We wish to emphasize that we are not necessarily recommending the full

development of each of these areas during the five-year period, and that we are not attempting to prescribe specific programs within them. We believe, however, that they, and the structural conception they represent, provide a strong general framework within which specific, selective development can occur at different rates, dependent on interest, leadership, and resources.

• The area of public policy and organizational management.

A major need exists at all levels in the public sector, and in the private sector as well, for increased capability in the formation and analysis of policy effective in terms of human welfare, and for increased capability in effective management of the public and private institutions through which policy is expressed. This need is visible in government--municipal, state, and federal--at all levels. It is present as well in not-for-profit private institutions that exist to serve the public interest, and in business and industrial organizations. As our society becomes more complex, the inter-connections between the public and private sectors become more numerous, and the similarity of operating circumstances between the two makes for more and more interchangeability of principles and personnel. The need is both for more knowledge and more capable people. Response to it could invite the participation of scholars and specialists from a range of disciplines, including political science, the humanities, economics, sociology, psychology, urban planning, law, management, and other fields. Graduate program development within this area would be relevant both to the mission of UMass/Boston as a public urban university campus and as the institutional host of the Kennedy Library.

• The area of environment-society interaction and resource development.

It is a truism that society is becoming more technological. However, it is essential to realize that the impacts of this technology on the

environment and society, and on the interactions between them, are becoming increasingly important, and that our understanding of these things is not keeping pace with change. Consequently, in addition to productive efforts in this area, there is considerable misconception concerning the consequences of technology. As a University we have a growing obligation not only to discover the fundamental features of the environment and of the society-environment interaction, but also to extend some understanding of these problems to as many persons as possible.

Clearly, this general area is vast and diverse, and a major expansion in the environmental sciences could not be achieved without a large commitment of resources. We believe, however, that within this framework, selected programs should be developed carefully and gradually at UMass/Boston. We think that a serious effort should be made to develop programs that could utilize the unique resources that are available in the Boston Harbor and elsewhere in this area. The Boston Harbor is on our doorstep. We have not only the waters of the Harbor, but also a diversity of littoral and terrestrial habitats including rocky, sandy, or muddy shores and bottoms, marshes, and islands with various terrestrial and brackish-water sites. Environmental gradients include polluted/non-polluted, exposed/protected, and estuarine/oceanic situations. Further afield, the comparatively uncontaminated environments of Nantucket and Gloucester provide essential controls.

There are additional resources that can be tapped in the development of a graduate program in the field of environment-society interaction, such as the University Experimental Field Station in Waltham, the New England Aquarium and many sites (including the Harbor Campus) within the

City of Boston. The University could also develop cooperative projects with the ongoing physical and chemical studies that are being conducted by the Massachusetts Institute of Technology in the Boston Harbor.

Additional environmental problems on the Harbor Campus and the Columbia Point Peninsula could be investigated by applying disciplinary and multi-disciplinary skills of faculty and students to their solution. Such problems could be in the areas of energy, mariculture, desalination of sea water for irrigation systems, and others.

The possibility of expanding career opportunity in the environmental fields, particularly in Marine Sciences, is a likely one, and the public interest of the Commonwealth and the Nation could be served in ways that would justify necessary support. Response to this societal need could involve multi-disciplinary participation of a number of disciplines in addition to the scientists most directly concerned, including faculty from the social sciences and humanities.

The area of social and evaluation research.

The need for better knowledge about the society itself, for better ways of assessing the impact of changes and programs, and for people more capable of supplying such knowledge as it is needed, is increasingly recognized. The need is acutely felt in connection with a wide and increasing range of programs requiring evaluation: in those involving urban problems, human services, education, labor, environmental impact, and the like. New jobs are created yearly by state and federal requirements for program evaluation, and a top priority for training grant support in many recent federal announcements is for inter-disciplinary training in evaluation research. The urban situation of UMass/Boston--near the capital of state government and the regional offices of many federal agencies, and in close proximity to over fifty cities and towns--

provides a uniquely rich field laboratory for graduate education in social and evaluation research. The faculty resources of UMass/Boston are significant in terms of social research and program evaluation studies more narrowly defined. These could be supplemented by such UMass/Boston units as the Urban Observatory and the Survey Research Program, neither of which has yet been utilized adequately in the educational program of the campus. The diversity and strength of total resources commend the notion of a multi-disciplinary area not limited solely to program evaluation research training, but flexible enough to provide preparation for other kinds of non-academic social research careers as well.

The area of health and human services.

The need reflected by this area has numerous dimensions, ranging from reconception of the meaning of health care, to development of new knowledge and understanding of aging and death, behavior and operation of health care delivery systems, the design and conduct of organizations for other human services, ethical and moral questions raised for individuals and the society by current and prospective developments, and other considerations. The multi-dimensional nature of this need underlines the central position it has in contemporary society, both as a complex part of human social and individual experience about which we need much more understanding, and as a cluster of fields of new work and service opportunities. The faculty resources of UMass/Boston are uniquely strong and varied in relation to this area, with particular strengths in several developing fields, such as the study of aging and death. Other relevant resources of great variety and depth exist in the Eastern Massachusetts area. A mobilization of these strengths, coupled with access to University resources at Worcester and Amherst, could

result in a substantial collective capability for research and training, drawing upon social scientists, humanists, natural scientists, and non-academic professionals.

The area of language and communication.

A major complex need in the pluralistic, post-industrial society of late twentieth-century America is for more adequate understanding and command of the processes and tools of human communication. The need is expressed in a multitude of forms. It appears in the apparent deterioration of proficiency in writing noted widely in secondary schools and colleges, in the need of educationally-disadvantaged persons for enough command of communication skills to capitalize on access to higher education, in the need for effective translation and interpretation ability in international business and government, in the need for understanding between Americans and people of other countries, in the need for more responsible and able handling of mass media resources of our society, and in many other ways. Like the other needs noted here by the Committee, this one is far too broad and deep to "cover" by any university, let alone a young campus with modest capabilities. But as with the other areas, it is reasonable to assume that within this general focus selective gradual development of useful programs is possible, particularly on a multi-disciplinary basis. The strengths of UMass/Boston in English, in languages other than English, in History and Anthropology are considerable. In addition, the campus has unusual professional and technical capability in audio/video/film production--well beyond that in the balance of the University. The Media Center, the Committee believes, should be integrally-related to development in all of the areas noted in this section.

The area of inter-group relations and ethnicity

The current division of opinion in the Commonwealth and in the nation over such matters as busing, affirmative action, and equality of access to higher education is a symptom of the continuing need for effective leadership at many levels, based on sound knowledge and analysis. In the years ahead we expect there will be an increasing need for individuals highly educated in the field of intergroup relations and ethnic affairs. Housing, jobs, education are only a few of the substantive areas in which research and practice will need to come together for problem-solving. More than anything else, once we get past the immediacy of current conflicts, we shall need individuals capable of informed roles of peacemakers in city after city, town after town. Nowhere in the Commonwealth, to the best of our knowledge, is there an organized program of graduate work in intergroup and ethnic relations. There is further need and opportunity for focused attention upon multi-disciplinary contributions to the understanding of ethnicity and cultural diversity. UMass/Boston should be a likely place for such graduate activity to take shape. Individual faculty members in Anthropology, Black Studies, Economics, History, Politics, Psychology, Sociology, could form a nucleus of scholars capable of generating teaching and research programs with great promise of strengthening the graduate and undergraduate enterprises here.

Utilizing the area model for multi-disciplinary graduate program development would be an innovative departure from the standard departmental pattern, but not at all wholly new. To some of our colleagues, for example, it may seem reminiscent of the graduate pattern at the University of Chicago during Hutchins' time. But that would not be a directly useful comparison, because what the

Committee recommends is not new multi-disciplinary groupings whose principal goal would be to produce academics.

If our recommendations are accepted, we urge that, in each of the areas noted, a multi-disciplinary committee of most actively-interested faculty members be established. Each committee should involve a substantial term of service for its members and should carry some release of course responsibility. The chief function of the group--as, for example, a Committee on Policy Development and Institutional Management--should be to provide substantive, multi-disciplinary guidance to the conception and planning of relevant proposed programs, close cooperation with departments affected and with the Dean of Graduate Studies and the Graduate Council in the selection and approval process, and participation in approved programs either directly or in a general supervisory capacity. Budget planning in connection with programs of an area, as well as their substantive design, would require the direct participation and approval of its committee.

There currently exist in various degrees of development a number of graduate proposals at UMass/Boston which the Committee believes warrant active consideration--including possible further development and/or redesign--through such an area committee process. Most of these appear to have promise within the parameters of graduate development the Committee feels must apply to our situation; all of them, we feel, could benefit through a multi-disciplinary framework of coordination and consultation, going beyond initiatives taken by individual departments or faculty members. Mentioned briefly in an appendix to this report, and only to illustrate some of the specific program initiatives which we believe deserve the attention of area committees, are a number of examples of current campus thinking.

Recommendation 6: Existing Master's level programs, including the Sociology program already approved at the campus level, should be related where

possible to the areas noted above, and be strengthened.

The current Master's level programs in Biology, Chemistry, English, History, and Mathematics account for a very small number of graduate students. The exact number of full-time equivalent students registered in all of these graduate programs in the Fall of 1975 was 45. It is the feeling of the Committee that serious attention should be given by the faculties and administrators involved to ways and means to strengthen resources available to these programs and promote their attractiveness to students. In addition, the Committee concludes that it would be desirable for the Sociology Master's level program already approved by this campus to be put forward for approval by higher authority.

Recommendation 7: Particular attention be given to the selective development of innovative and/or experimental Master's level programs.

As noted elsewhere, we are particularly concerned that graduate development during the next five years should emphasize the identification of potential new clienteles both for traditional and non-traditional programs at the Master's level. The Committee believes that a substantial part of graduate education development in the future should rest on new kinds of Master's programs or new ways of presenting traditional Master's work. We believe that experimentation should occur for more or less traditional programs at the Master's level, which would involve their being taught at non-traditional times and locations. Examples might be programs in the policy-oriented social sciences, Management and/or Public Administration developed and delivered as in-service programs for municipal, state, and federal employees. Such programs could be on a part-time basis, with much or all of the

instruction given at a central location in the late afternoon or evening. Another quite different example in this category would be a real "liberal education" Master's degree for adult students--providing them on the more mature level with what one has always tried to accomplish by the general education component of traditional undergraduate studies. Another illustration of possible development in this regard would be the preparation of three-year curricula leading from the junior (transfer) level directly to a professional-cum-liberal arts Master's degree. Other examples might include dual degree programs, in which one could get both a professional and a liberal arts Master's degree, such as, e.g., a combination of Management and one of the sciences. In any case, we offer such illustrations only to suggest the rich variety of possibilities which should be open to development during the next five years with regard to Master's level degree work.

Recommendation 8: In addition, attention should be given to the development of non-degree programs to meet the post-baccalaureate educational needs of people who desire advanced training but do not intend to pursue formal degrees.

We believe that it is essential for development in the five-year period ahead to include the selective preparation and provision of non-degree post-baccalaureate work as well as study within conventional degree structures. Universities have a responsibility to think in new terms about the purpose, time, and organization of instruction beyond the bachelor's degree. Some of the new clienteles that need to be served--and some of the older ones as well--could best be served by programs of high quality quite different from conventional Master's level and Ph.D. work. Some non-degree programs might be of very short duration and very highly focused around special problems, areas of knowledge or skills. Others might be of longer duration. Satisfactory

completion of such study could appropriately be indicated by certificate or other means than the award of a degree. An illustration in this regard would be the Interpreter's Certificate which might be awarded for the development of further competency beyond Master's level training in language translation.

Recommendation 9: In addition to initiative from the University of Massachusetts at Boston towards programmatic cooperation with other parts of the total University, emphasis should be placed where appropriate on seeking to develop programs in cooperation with institutions in the private sector.

It is important, in the opinion of the Committee, that development in the next five years include continuing attention to the possibility that certain new graduate programs may be constructed in cooperation with institutions of the private sector in the greater Boston area. The people of the Commonwealth have a right to look to this campus for the kinds of educational service that a public urban university exists to provide. This means, as we have stressed in this report, that it is an essential responsibility of this part of the University to offer its own, carefully-selected graduate programs. At the same time, where it is genuinely appropriate, cooperative programs should be undertaken which may combine the resources of the public and private sectors. A precedent in this direction was set during the current academic year at the undergraduate level by the three-year contract devised at this University's initiative with Northeastern University to provide specialized advanced course work for certain students of the Management Program of the College of Professional Studies. We believe that similar kinds of contracts and other arrangements may be developed at the graduate level which could augment the quality and

The first part of the report deals with the general situation of the country. It is a very interesting and informative study of the country's development. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's development.

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depth of education provided to graduate students served by this campus.

Recommendation 10: Programmatic decisions should be accompanied by needed resource development--particularly in library, computer, laboratory, and field capabilities--to help ensure a high level of quality in the graduate education provided by the University of Massachusetts at Boston.

It is clear to the Committee that an integral part of development in the next five years must be decisions by the University to increase the kinds of capabilities noted above. Graduate development in the next five years should be accompanied in each of the budget years involved by allocations to ensure increasing access to the kinds of tools upon which quality graduate education depends. An essential part of the kind of year-by-year planning suggested in the section on "Implementation" must be University budgeting for these purposes.

Recommendation 11: The gradual development of selected graduate programs in the next five years should be based on resource allocations generally consonant with the University Assembly's recommendations reached in consideration of the New Directions Report.

This recommendation is explicated further in our subsequent section on "Resource Allocation and Implementation." In addition to pursuing the pattern of resource allocation described, every effort should be made by the University to secure recognition of UMass/Boston's graduate program basic requirements in annual budget requests. Further, a coordinated effort should be made under the direction of the Dean of Graduate Studies to augment available budgeted funds through other federal and state sources.

III.

ADMINISTRATION AND ORGANIZATION OF GRADUATE SCHOOL

The selective development and expansion of graduate programs at the University of Massachusetts at Boston during the next five years and beyond depends, in part, on an effective and rigorous administrative structure and organization. Currently, existing graduate programs are administered by the sponsoring departments whose activities are presumed to be coordinated by the Director of Graduate Studies. The Director is chosen from the faculty to function in an administrative capacity and given some released time from teaching. At present there is no central office assigned to Graduate Studies nor is there secretarial assistance to keep the files and records of the program. It is clear that the present organization is inadequate to meet the needs of the University, both in the immediate future and certainly in the long run. Therefore, we make the following recommendations:

Recommendation 12: We recommend the establishment of a Graduate School at the University of Massachusetts at Boston, headed by a full-time Dean of Graduate Studies who shall report to the Vice Chancellor for Academic Affairs [The University Master Plan (1969) also calls for the establishment of such an organization].

The Dean will have the primary responsibility for development and administration of programs within the University of Massachusetts/Boston's Master Plan for Graduate Education. On a continuing basis, he/she will review all existing and new programs and make recommendations with regard to them to the Vice Chancellor. The Dean will have responsibility for the development of policy guidelines covering the duties and privileges of graduate assistants and fellows, and will be responsible for the day-to-day administrative functions of his/her office.

The Dean will serve as the administrative liaison to the Graduate Council and as senior representative of the campus to the Multi-Campus Committee on Graduate Education.

We recommend that the Office of the Dean be assigned sufficient staff and secretarial assistance to facilitate his/her duties.

Recommendation 13: A graduate program shall not involve the creation of a separate graduate faculty. Faculty members who participate in the Graduate Program should have:

1. Earned appropriate advanced degrees in their fields.
2. Demonstrated competence in teaching.
3. Achieved professional and/or scholarly standing in their fields.

Faculty members who participate in graduate offerings will normally be drawn from the membership of the existing Colleges.

Recommendation 14: We recommend that graduate students be enrolled in the Graduate School and that each student should be assigned space where he/she may conduct research under the supervision of a faculty member(s).

Students who receive University stipends are expected to render appropriate service to the University, such as teaching, preparing instruction, tutoring undergraduates, and the like. The Dean of Graduate Studies, as noted, shall establish guidelines concerning the responsibilities and rights of graduate students.

Insofar as compatible with programs and admission standards, a serious and systematic effort shall be made to assure that graduates of the University of Massachusetts at Boston make up at least 50% of students in the UMass/Boston graduate programs.

The Dean of Graduate Studies, in consultation with the Graduate Council, shall establish guidelines for admission to graduate programs. Particular attention should be given to recruiting and accepting

candidates from minority groups and from low-income families.

Recommendation 15: We recommend that the Graduate Council, in cooperation with the Dean of Graduate Studies, should formulate and maintain standards of excellence for graduate programs and review and make recommendations on existing and proposed graduate programs and curricula (including graduate course approval). In the next section of this report entitled "Resource Allocation and Implementation," the Committee suggests ways in which proposals and reviews should be handled by the Council and Dean.

IV

GRADUATE MASTER PLAN: RESOURCE ALLOCATION AND IMPLEMENTATION

This section of our report outlines resource allocation plans and strategies for implementation which the Committee recommends for the next five academic years. These issues have been discussed extensively on the campus by various groups--faculty, governance and administrative--and, even though closure has not been achieved, there is sufficient convergence, particularly in the general policy areas in order to move forward.

The Chancellor's disapproval of the University Assembly's recommendation that "the campus should limit to 10 percent the maximum proportion of total direct instructional costs (not including fellowships and assistantships) to be eventually accounted for by Graduate Studies" pertained to long-range plans - beyond the next five years - of the campus. This is clear, because in subsequent comments on the Assembly's recommendation on phase-funding, the Chancellor stated that he would instruct the Vice Chancellor for Academic Affairs to plan in accordance with the pattern of resource allocation recommended by the Assembly. The pattern consisted of three phases, in which the third phase provided that, by the fall of 1982, the total proportion of direct instructional costs of graduate programs would be limited to no more than 10 percent of the campus' direct instructional resources in the fall of 1981. The Chancellor commented further however by stating that "should this pattern [the three funding phases] prove unrealistic for any reason between now and 1982, I will report such an event to the Assembly together with any revised pattern I might consider preferable." At this time, the resource allocation pattern recommended by the Assembly and conditionally accepted by the Chancellor appears to be realistic and therefore it is used in establishing the boundaries for the

allocation of resources in this plan.

Resource Allocations

In discussion concerning the allocation of resources for graduate programs, the University Assembly and the New Directions Committee used different but somewhat related operational definitions as measurements of the term "resources." Whereas the New Directions Committee used FTE students, the Assembly used direct instructional costs. The resource allocation strategies that our report presents here call for a mixing of the two approaches. To achieve this mix, the plan we recommend here maintains a smaller proportion for the graduate/total FTE student ratio than the proportion for the graduate/total direct instructional resources ratio.

Recommendation 16: In keeping with previous Assembly decisions (New Directions Report, June 1974, Section VII B, p.28), the following estimates and timetable for the allocation of resources shall be used as the basis for planning in the five-year period ahead:

TABLE I

Proportion of UMB Total Direct Instructional Resources
and FTE Enrollment to be Committed to Graduate Programs
AC76/77 - AC80/81

<u>Academic Year</u>	<u>% of Total Direct Instructional Resources</u>	<u>% of Total FTE Enrollment</u>
76-77	1.5%	1.0%
77-78	3.5%	1.6%
78-79	5.5%	3.0%
79-80	7.5%	5.0%
80-81	9.5%	7.0%

It is nearly impossible to translate the proportions into what the dollar amounts and enrollment numbers would be due to the uncertainty that surrounds the future - fiscal and enrollment - growth of the campus. We can, however, illustrate what the dollar amounts and enrollments would look like if we are willing to make certain assumptions about the future growth of the campus. Examples of this kind of exercise are presented in the next two Tables. Both Tables begin with the approximate amount currently spent on direct instruction and the approximate FTE enrollment for academic year 1976-77. However, whereas Table II displays the figures when no growth for the University is assumed, Table III presents the distributions based on an assumption of a steady annual growth of six percent.

Implementation

The two major areas to be addressed in this section on the strategies for the implementation of the plan are administrative structure and program development. It is evident that the size of the graduate program during the 1976-77 academic year will be virtually similar to its current size. The reason is simple: insufficient lead time for approval, planning and/or recruitment; it is not possible for any new program to become operational during the 1976-77 academic year. Academic year 1976-77 must be used for putting the graduate program administrative structure in place, for the detailed planning of procedures and for the preparation of a small number of selective programs which could begin to operate during the 1977-78 academic year.

Recommendation 17: A Dean of Graduate Studies should be appointed as soon as possible. The Dean should be provided with a staff which would consist of

TABLE II

Profiles of Graduate
Program Activities, Resource Allocations
and Enrollments During the Next Five Years
(Assumption of No Growth for the UMB Campus)

AC/YR	ACTIVITIES	Direct Instructional Resources (01 and 03 Accounts)				Enrollments FTE Students	
		TOTAL	GRADUATE	%	TOTAL	GRADUATE	%
76-77	Dean, Planning & Program Review	\$8.3 million	\$124,500	1.5%	6,840	45	0.7%
77-78	Planning, Program Review and Implementation	\$8.3 million	\$290,500	3.5%	6,640	106	1.6%
78-79	Program Review & Implementation	\$8.3 million	\$456,500	5.5%	6,640	199	3.0%
79-80	Program Review & Implementation	\$8.3 million	\$622,500	7.5%	6,640	332	5.0%
80-81	Program Review & Implementation	\$8.3 million	\$788,500	9.5%	6,640	464	7.0%

TABLE III

Profiles of Graduate Program
Resource Allocations and Enrollment
Figures During the Next Five Years
 (Assumption of 6% Growth per year for the UMB Campus)

AC/YR	Direct Instructional Resources (01 and 03 Accounts)			Enrollments FTE Students		
	TOTAL	GRADUATE	%	TOTAL	GRADUATE	%
76-77	\$8.3 million	\$124,500	1.5%	6,640	45	0.7%
77-78	\$8.8 million	\$308,000	3.5%	7,038	113	1.6%
78-79	\$9.3 million	\$511,500	5.5%	7,460	224	3.0%
79-80	\$9.9 million	\$742,500	7.5%	7,908	395	5.0%
80-81	\$10.5 million	\$997,500	9.5%	8,383	587	7.0%

an administrative assistant and a secretary.

The Graduate Council and the Dean, as an ex-officio member of the Council should jointly, during the 1976-77 academic year, work on the development of new programs and the strengthening of the existing ones. A small number of selective programs should be prepared and approved for implementation during the 1977-78 academic year. Therefore, one of the first tasks of the Dean and his/her staff should be the establishment of area-wide faculty committees whose primary mission will be to develop some of the multi-disciplinary graduate programs in the areas previously recommended (Recommendation #5).

Furthermore, the Dean should immediately establish other committees to deal with certain administrative matters such as: (1) the specifications of budget requirements and facilities to support the types of graduate programs envisioned in this plan; (2) the development and promulgation of the guidelines and procedures for carrying out the plan and (3) the development and promulgation of the guidelines and procedures for the recruitment and admissions of graduate students. The committees should complete these administrative tasks by November, 1976.

Recommendation 18: The review and evaluation of programs and proposed programs should be governed by the criteria developed by the 1973-74 Graduate Council.

During the 1973-74 academic year the Graduate Council developed a set of criteria for the development of graduate programs and a mode of evaluation of proposals which we are recommending to the Graduate Council and the Dean when they undertake their tasks of programs development and review during the 1976-77 year.

The major criteria are:

1. Any department which has not already demonstrated a primary commitment to undergraduate education, as shown, among other things, by the pattern of its personnel decisions as well as by the quality of its

undergraduate teaching and curricular offerings should not be permitted to offer or participate in a graduate program.

2. The availability of a sufficient number of qualified faculty capable of establishing and carrying out a high-standard graduate program
3. The Educational, intellectual and pragmatic soundness of the content of the proposed program. The proposal should articulate as clearly as possible the educational, intellectual, pragmatic and other related objectives of the program. The discussion must include but need not be limited to:
 - a. the uniqueness (e.g., innovative or nontraditional) of the program and if it is not unique, the justification for duplication;
 - b. the type of clientele the program will serve;
 - c. the modes (e.g., scheduling, on campus, off campus, etc.) through which the program will be delivered and
 - d. reasonable estimates and projections of the total research facilities, support services, and financial resources the program will require at start-up time and at its approximate peak enrollment.

Recommendation 19: Whereas the review process for proposed programs should be solely internal, the process for reviewing existing programs should have an internal and an external component.

The method for evaluating current programs and proposed programs as outlined by the 1973-74 Graduate Council consisted of internal and external reviews. However, we strongly believe that the reliance on only an internal review for proposed programs is more efficient and can be equally as effective if the reviewers (i.e., the Graduate Council and the Dean) have a coherent framework, criteria and guidelines for evaluating the proposals. This Graduate Master Plan and the subsequent work that the Graduate Council and the Dean will undertake during the 1976-77 academic year will produce the necessary framework, criteria and guidelines. Therefore, it is our judgment that the sole reliance on an internal review process for proposed programs will be more efficient and will be equally as effective as having an internal and external review process. On the other hand, when the evaluation involves programs which are in operation, the internal and external review process should be employed.

With reference to (3) above, the committee considers that this criterion for assessing proposals for new graduate programs should in all cases call for a satisfactory presentation of data demonstrating social need, explicating job market or other career development conditions which indicate unsatisfied demand for programs proposed.

Recommendation 20: Departments whose resources are to be used in a proposed graduate program must approve of the use of those resources prior to the approval of that program, and faculty member(s) from that department must be actively involved in the planning and implementation of that program.

APPENDIX

The following is a list of proposals and suggested programs by various departments (or faculty members) that deserve attention when developing graduate programs at UMass/Boston.

- Development of a graduate program in Italian Language and Culture.
- A Master's degree program in Physics.
- A Master's degree program in Theatre Arts.
- A Master's level program for elementary and secondary teachers in critical and creative thinking, involving cooperation of TCP, ILT, philosophers from UMass/Boston and UM/Amherst, psychologists from UMass/Boston, and the School of Education at Amherst.
- A Ph.D. program in evaluation research.
- An institute in problems of human aging, vulnerability, and death-providing degree and non-degree offerings, ranging from intensive short-term professional workshops and evening programs to post-doctoral training for research specialists in these fields.
- Interdisciplinary Master's level programs in Social Science, Natural Science, Humanities designed for such groups as inservice teachers and government workers, deserving not to specialize but to deepen their general education.
- Interdisciplinary and disciplinary A.B.D. programs, designed to serve similar groups without requiring original research and a dissertation. (The National Board's support for the Doctor of Arts degree is close to this.)
- A graduate program in "public media," designed to educate and train people for current and future careers in public broadcasting CATV,

educational television, and allied media fields. This would involve degree and non-degree offerings, inservice professional workshops as well as more sustained studies, communications theory and research as well as applied training in production, management, policy planning and the like.

- A Master's level program in language translation, followed where desired by training for certification as an interpreter.
- A fourteen-month Master's level program in law, intended for people who need to work with legal materials and legal institutions, but have no inclination to be admitted to the Bar. Such people could include public administrators, community leaders and workers, and others.
- Several proposals in early draft stage for graduate programs, principally at the Master's level in Public Affairs, Politics and Public Policy, Public Administration.
- The suggestion that a series of Master's level options linking public policy studies with studies in science should be developed (e.g., an M.A. in Public Policy and Biology) for persons interested in or working in positions where public service requires informed background in a science.
- A comparable suggestion for Master's level work linking studies of management with study of a substantive traditional discipline (e.g., an M.A. in Law and Management), for persons needing such dual background.
- A New England Regional Executive Institute providing intensive general and professional education for short periods of time to carefully-selected mid-career civil servants in the six New England states. This would be analogous in some ways to the Federal Executive Institute at the University of Vermont which performs such a non-degree service for promising federal middle- and upper-level employees.

